

**THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING
ABILITY OF GRADE XI STUDENTS OF SMAN 1 PENGASIH IN THE
ACADEMIC YEAR OF 2013/ 2014**

A THESIS

Presented as partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education



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2014**

APPROVAL

**The Use of Talking Chips Strategy to Improve Speaking Ability of
Grade XI Students of SMAN 1 Pengasih in the Academic Year of 2013/ 2014**

A Thesis



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Accepted by the Board of Examiners of Faculty of Languages and Arts,
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Yogyakarta, 19 September 2014

Penulis



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DEDICATION

I lovingly dedicate this thesis to:

My parents

My grandparents

MOTTOS

“Be patient and be grateful.”

-Mom-

*“I may not be the best, but I’m definitely not like
the rest.”*

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin, all praises to the Almighty Allah SWT because of his blessings and guidance I could finally finish my thesis to attain the degree of *Sarjana Pendidikan* in English Education Department.

First of all, I would like to extend my deepest gratitude to Dra. Jamilah, M.Pd. for her guidance and feedback throughout the stages of thesis writing. Her advice, correction, patience, and willingness to assist greatly contributed to the completion of my thesis.

I also greatly appreciate the principal of SMAN 1 Pengasih, Drs. Ambar Gunawan, for giving permission to conduct this research in the school he leads. Many thanks and appreciations also go to the English teacher, Dra. Risbatin Kiyah, for her cooperation, suggestions, and help during the research. Great thanks are also given to the students of XI IPA 1 class for being cooperative to be my correspondents.

My gratitude is devoted to my parents, especially my mother, a real wonder woman in my life. Thank you for the great support, belief, patience, and life lesson you always give to me. I would also thank my family for the support.

To my best friends (Puji, Prita, Okta, Evanthe, Inka, *Mbak* Erni, *Mbak* Karim), thank you for the support even though time and distance made us apart. BABO members (Arintika, Evi, Galih, Arini) thanks for the times we shared. I hope our friendships would last forever. My classmates in PBI C class (Esthi, Afi, Cintiya, Ana, Risang, Orin, Kiki, Meta, Bayu, Nata), thank you for the beautiful togetherness. Last but not least I would also thank my home mates in *Kos* Sagan CT V/66 and *Kos* Narada 14B, especially *Nyai* Sayidah and *Kak* Nofi, thank you for the support. My thanks also go to those who support me whom I cannot write their names one by one.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, September 19th, 2014

Hertati Mukadimah

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ABSTRACT

The objective of this action research study was to improve the speaking ability of the eleventh grade students of XI IPA 1 class at SMAN 1 Pengasih in the academic year of 2013/ 2014 through the implementation of talking chips strategy.

This action was conducted in two cycles. Each cycle consisted of two meetings. The research steps are reconnaissance, planning, action, and reflection. The actions consisted of the implementation of talking chips strategy, vocabulary practice, pronunciation practice, the use of classroom English during the teaching and learning process, and the use of media. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The data were obtained from observations, tests, interviews, and discussion with the collaborator and the English teacher. The data were in the forms of vignettes, interview transcripts, students' scores, and photographs. The validity of the data was gained through democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different point of views, including the students', the teacher's, and the collaborator's.

The results of the research show that there is improvement of the students' speaking ability through the implementation of Talking Chips strategy. The students got more chances to speak and their involvement during the teaching and learning process also improved. The students' mean scores showed improvements in all aspects of the speaking skill after the implementation of the actions. The aspects being assessed were pronunciation, fluency, grammar, vocabulary, and interaction.

Keywords: *improving speaking ability, Talking Chips strategy, Grade XI students*

CHAPTER I INTRODUCTION

A. Background of the Problem

English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement, English was chosen by policy makers in Indonesia as a foreign language to be taught in school nationwide.

In Indonesian curriculum there are four major skills which have to be taught during the teaching and learning process. Those are listening, speaking, reading, and writing. Although all four skills are equally important, speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for second-language learners or foreign-language learners. As the consequence, the effectiveness of English course is decided based on how well the learners improve their spoken language proficiency. In *Permendiknas no. 23 Tahun 2006*, the aim of speaking in the curriculum is to

make the students be able to express the meaning in transactional and interpersonal language in daily life context. People who have a good ability in speaking would be better in sending and receiving information or message from the others. However, for Indonesian students, mastering speaking skill needs a lot of efforts.

According to Syafryadin (2011), most of Indonesian students could not speak English well due to several reasons. Those were lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. Those kinds of condition also happened among the eleventh grade students of SMAN 1 Pengasih. During the *PPL* done by the researcher from July to September 2013, she found out that the students of SMAN 1 Pengasih still lack on speaking ability. When she asked them to act out a conversation in front of the class, they were still shy and afraid to do what they were asked to do. Most of the students said that they were afraid to mispronounce words and had low motivation on challenging themselves. Another problem during the lesson was, most of the students got stuck and did not know what they wanted to say. As the result, the class became less communicative since they prefer to remain silent. When the researcher asked the students why did they remain silent, most of them said that they did not know how to say what they want to say in English. In short, they had limited vocabularies. In the researcher's point of view, actually the students had interest in learning English, however they were afraid to make mistakes and shy to express their opinions.

Other factors that made the class less communicative were the use of course book and the activities done during the class. Students' worksheet (*LKS*) was used as the main source of the learning process. The activities applied in the classroom also could not help the students to promote their speaking skill. Read aloud a conversation and made a conversation on their own are activities usually done during the speaking activities. Therefore, the students were not enthusiastic in speaking English. According to Hayman (retrieved from <http://tlr.hccs.edu/facultyportal/pdf/TL2075StartHere.pdf>), it is proven that students listen the first ten minutes of the class and the last ten minutes before the class ends. If the students are not actively involved during those seventy minutes in the middle, the majority will do something else. Still cited in Hayman (retrieved from <http://tlr.hccs.edu/facultyportal/pdf/TL2075StartHere.pdf>), educational psychologist such as Piaget (1954), Bruner (1966), Freire (1970, 1989), and Dewey (1981) have proven that for effective learning to occur, students must be involved and active in the learning process. So that, it is important to vary the activities during the lesson in order to keep them on track and maintain the students' motivation. Talking Chips strategy as one of the strategies in cooperative learning could be applied to vary the activities during the learning process. This strategy could help the teacher to give each student opportunity to practice their speaking ability since in this strategy, each student is required to participate and give contribution during the discussion process.

Based on the problems above, the researcher attempts to improve students speaking skill through Talking Chips strategy. Talking Chips strategy is

a type of cooperative learning that was developed by Spencer Kagan in 1992. Kagan pointed out that Talking Chips strategy could be applied to improve the students' interest during the process of teaching and learning speaking. In this activity, the students are divided into several groups. Each member of the group would receive chips and each student has to speak in English during the discussion. Every time they speak, they need to put a chip in the centre of the table. The activity is done when all members of the group already used their chips. Talking Chips strategy also provides opportunity for every student to talk, so there is no gap between students who are active to speak and those who are not. Furthermore, this technique would allow the students to practice their speaking and also give an equal opportunity for the students to speak during the learning process. Previously, during speaking activities, the students were asked to make a dialogue, however not all of the students could have the same opportunity to speak up their opinion and ideas since the teacher would only ask two or three groups to perform their dialogues. Based on the explanation above, the researcher is interested to conduct a research about Talking Chips strategy on students' speaking skill at Grade XI of SMAN 1 Pengasih.

B. Identification of the Problem

Based on the researcher's observation and interview with the English teacher, there were some problems related to the teaching speaking process. According to the teacher, the students were shy to speak in English, so they had low ability in speaking. They were afraid of making mistakes and they had

mindset that English is difficult, so that the students had low motivation on speaking English. The researcher classified the factors that contributing to the students' low speaking ability as follows.

The first problem was the opportunity to speak English. Most of the students did not have enough opportunities to practice their speaking ability during the teaching and learning process. It is important to give the students opportunities to practice their speaking since it will help the students to improve their speaking skills. Since English considered as foreign language in Indonesia, there are not many people who speak English in their daily life, so the students are lack to get opportunity to speak English in daily conversation. The only opportunity that the students have is during the English teaching and learning process. This opportunity should be maximized by the teacher to give the students opportunity to practice their English.

The second problem was lack of vocabulary. The mastery of vocabulary is really important in speaking. However, most of the students do not have enough vocabulary so they find that speaking in English is difficult. For foreign language learners, lack of vocabulary is one of the major problems in learning English. The students need to enrich their vocabulary as much as possible and the teacher could help the students to enrich their vocabulary by using English during the teaching and learning process with some translation if it is needed.

The third problem was mispronunciation. Since the students rarely use English in their daily life, the students are not familiar with the words and the way to pronounce the English words, so they find difficulties in pronouncing the

English words. Another problem was the pronunciation of English words often different from the words so the students find it difficult and confusing. Mispronunciation can lead to misunderstanding among the speaker and listeners, as the consequence, it is important for the students to pronounce the words correctly.

The fourth problem was the source of materials used during the teaching and learning process. Students' worksheet (*LKS*) was used as the main source of materials being taught during the teaching and learning process. In order to create a good atmosphere of teaching speaking, it would be better if the teacher used instructional media or more creative teaching techniques to stimulate the students to speak, especially for those who did not have interest and motivation on learning speaking.

The fifth problem was the activities done in the class. The activities did not encourage the students' interest to involve in the speaking activities. The teacher dominated the opportunity to speak in the classroom. It would be better if the students dominate the opportunity to speak to practice and improve their speaking ability.

Based on the problems above, the researcher assumed that it was necessary to find a proper solution to solve the problems found in the teaching-learning process, so that the speaking ability of the Grade XI students in SMAN 1 Pengasih could be improved. In order to improve the students' speaking skills, the researcher proposed a strategy developed by Kagan called Talking Chips strategy. This strategy could give benefit both for the students and the teacher.

From the teacher aspect, Talking Chips strategy could help the teacher to vary the activities to maintain the students' motivation on learning, and gradually it would help the teacher to support the students to improve their speaking skills. As for the students, this strategy could help the students to have equal opportunity to practice their speaking skills since they need to give contribution during the learning process.

C. Delimitation of the Problem

The lack of students' speaking skills were caused by many factors; the teacher, the students, and the activities done in the classroom. Based on the problems presented above, Talking Chips strategy could be the way to solve the problems. From the teacher aspect, it would help the teacher to improve her ability to create good atmosphere in learning and to be creative on the learning process. From the students' aspect, Talking Chips strategy could give equal opportunity for the students to practice their English speaking skills. From the process aspect, Talking Chips strategy could help the students to maintain their motivation on learning since it could help the students to improve their speaking skills in a fun way.

D. Formulation of the Problem

Based on the limitation of the problem, the problem was formulated as follows "How could speaking ability be improved through the implementation of Talking Chips strategy?"

E. Objective of the Study

The study is carried out to improve the students' speaking ability by implementing Talking Chips strategy.

F. Significance of the Study**1. To the Teachers of English**

The results of this study are hopefully useful for teachers of English they may also find it easier to develop the materials which are interesting to the students so that teachers will be more creative in teaching.

2. To the Students

For the students, hopefully they will improve their speaking skill whether in the learning process or in other occasions.

3. To the Writer Herself

By conducting this research, the writer expects she will improve her knowledge about English teaching in Indonesia and raise her creativity in the teaching world.

4. To Other Students of English Education Study Program

This thesis could be used as the source of information for future research on relevant written work.

CHAPTER II LITERATURE REVIEW

A. Literature Review

1. The Nature of Speaking

a. Definitions of Speaking

There are four skills of language that need to be learned by the language learners. They are listening, speaking, reading, and writing. Bailey in Nunan (2003: 48) states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred as productive, while language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/ oral or written). So that, Bailey in Nunan (2003: 48) describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning.

Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language.

In addition, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning

time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities

From some definitions above, it could be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers' ideas to the listeners.

b. Functions of Speaking

There have been numerous attempts made to classify the functions of speaking in human interaction. Richards (2008: 21) distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function (Richards, 2008: 22). People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction described by Richards (2008: 22) could be quoted as follow:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speaker's identity
- d. May be formal or casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness

- g. Employs many generic words
- h. Uses conversational register
- i. Is jointly constructed

Richards also promotes some of the skills involved in using talk as interaction involve knowing how to do the following things; opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn taking, using adjacency pairs, interrupting, reaching to others, and using an appropriate style of speaking (Richards, 2008: 23).

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other (Richards, 2008: 24). Talk as transaction has different main features from talk as interaction. As quoted from Richards (2008: 26), the main features of talk as transaction are:

- a. It has a primarily information focus.
- b. The main focus is on the message and not the participants.
- c. Participants employ communication strategies to make themselves understood.
- d. There may be frequent questions, repetitions, and comprehension checks.
- e. There may be negotiation and digression.
- f. Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions proposed by Richards are; explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, also agreeing and disagreeing.

The last type of talk proposed by Richards is talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches (Richards: 2008: 27). This type of talk tends to be in the form of monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Language is more like written language is one of the main features of talk as performance, other main features of talk as performance are, a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) often monologic (Richards, 2008: 28). Some skills required to use talk as performance involve; using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing (Richard, 2008: 28). Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

c. Aspects of Speaking

Gower (1995: 99) describes speaking aspects into two categories; accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the

correct use of language but is also keen to encourage the students' attempts to use the language they have in order to communicate.

Fluency, on the other side, can be thought of as "the ability to keep going when speaking spontaneously." Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favourably on any strategies the students used to increase their fluency.

In addition, Richards defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrasted with fluency practice, the focus of accuracy practice is on creating correct examples of language use (Richards, 2006: 14). While Bailey, cited in Nunan (2003: 55), defines accuracy as the extent to which students' speech matches what people actually say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on.

d. Micro- and Macro-skills of Speaking

According to Brown (2004: 142-143), the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Meanwhile, the macro skills imply the speaker's focus on the larger elements; fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. There are sixteen micro- and macro skills in total, they are:

Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communication such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning

of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

e. Types of Classroom Speaking Performance

Speaking performances have different function in daily communication, as Brown (2001: 271-274) states that there are six categories are applied to the oral production that students are expected to carry out in the classroom. They are:

1. *Imitative*. A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
2. *Intensive*. Intensive speaking is one step beyond imitative since it includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going-over” certain forms of language.
3. *Responsive*. A good deal of student speech in the classroom is responsive. It is short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. *Transactional (dialogue)*. Transactional language is an expended form of responsive language. It is carried out for the purpose of conveying or exchanging specific information.
5. *Interpersonal (dialogue)*. Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
6. *Extensive (monologue)*. Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

f. Difficulties in Speaking

Indonesian students often find difficulties when they have to express their ideas or opinion orally. They feel that they do not have a good ability in English, so they are afraid to speak using English. The students are afraid to make mistakes or errors, furthermore, they are afraid to be laughed by their friends. According to Brown (2001: 270-271), there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication.

The first factor is clustering. Someone could be said to have fluent English if they could make phrases, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. The second factor is redundancy. Redundancy gives opportunity to

the speaker to make clearer meaning. Learners can capitalize on this feature of spoken language. The next factor is reduced forms. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. The fourth factor in speaking is performance variables. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like, etc.* Colloquial language is the next factor in speaking that could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms. Colloquial language is often used in informal situation. Another salient characteristic of fluency is rate of delivery which is the sixth factor in speaking. The teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students. The last factor in speaking is interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

2. Teaching Speaking

a. Principles for Designing Speaking Technique

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom.

In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. Brown (2001: 275-276) proposes seven principles for designing speaking technique.

1. *Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.* In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.
2. *Provide intrinsically motivating techniques.* Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".
3. *Encourage the use of authentic language in meaningful contexts.* The teacher should encourage the students to use the authentic language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs

to be creative to provide what kind of authentic language should be done during the speaking activities.

4. *Provide appropriate feedback and correction.* In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. When the students make some mistakes during the activities, the teacher should give appropriate feedback and correction so that the students would not make the same mistakes.
5. *Capitalize on the natural link between speaking and listening.* Speaking could not be separated from listening, so that during speaking activities, the teacher should also integrate the listening activities. Skills in producing language are often initiated through comprehension.
6. *Give students opportunities to initiate oral communication.* Initiate conversation is a part of oral communication competence. Asking questions or engaging the students in a conversation could give opportunities for the students to practice their communication competence.
7. *Encourage the development of speaking strategies.* During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases for structures one can't produce, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning.

The principles proposed by Brown above imply that the teacher needs to consider the learners' needs in order to design good technique in teaching speaking. The technique implied in the classroom should be accompanied by activities that could motivate the students to practise their English. The appropriate technique would boost the students' motivation and maintain good atmosphere during the teaching and learning process. However, the technique should also cover the students' lack and improve their speaking as well.

The role of the teacher is also an important aspect in designing the speaking technique. The teacher should provide appropriate authentic materials in order to make the speaking teaching and learning meaningful. The teacher should also be a feedback provider and corrector during the speaking practice to improve the students' speaking ability. Since oral speech derives from listening activity, the teacher should integrate the listening activities and speaking activities. In other words, the listening skill should be integrated with speaking skill. In order to make the students accustomed in using English, the teacher needs to give opportunities to initiate conversation since it is a part of oral communication competence. The last, the teacher needs to build an atmosphere where the students could improve their confidence to express their ideas and opinions.

Further, Bailey in Nunan (2003: 54-56), proposes five principles for teaching speaking. They are:

1. *Be aware of the differences between second language and foreign language learning contexts.* Speaking learned in two broad contexts; foreign language

and second language situations. The challenges faced by the teacher are determined partly by the language context. A foreign language context is a situation where the foreign language is not the language of communication in society. Learning foreign language would be very challenging for both teacher and students since they have very few opportunities to use the language outside the classroom. A second language context is a situation where the language is used in the society. Some second language learners achieve notable speaking skills, but many other progresses to a certain proficiency level and then do not develop any further.

2. *Give students practice with both fluency and accuracy.* Teacher should give opportunities for the students to develop both their fluency and accuracy. The students cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher needs to provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.
3. *Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.* Unconsciously, according to numerous researches, teachers mostly spent 50 to 80 percent to dominate the communication in the classroom. Teacher needs to be aware of how much she or he talks during the lesson, so the teacher does not take up all the time the students could be talking. Pair work and group work activities can be applied in the learning process to increase the amount of time that learners get to speak in the target language during the lessons.

4. *Plan speaking tasks that involve negotiation for meaning.* Research suggests that learners make progress by communication in the target language since the core of interaction is trying to understand and make you understood. This process is called negotiating meaning where it involves checking to see if the learners have understood what someone has said, clarifying the learner understands, and confirming that someone has understood the learner's meaning. By negotiating meaning, learners get the people they are speaking with to address them with language at a level they can learn from and understand.
5. *Design classroom activities that involve guidance and practice in both transactional and interactional speaking.* Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners would have to speak the target language in both transactional and interactional setting. Interactional speech is communicating with someone for special purposes. It includes both establishing and maintaining social relationships. While transactional speech involves communicating to get something done, including the exchange of goods and/or services.

b. Teaching Speaking for Senior High Schools

Since the academic year of 2006/ 2007, Indonesia has implemented the school-based curriculum (*Kurikulum Tingkat Satuan Pendidikan*). The school-based curriculum or *KTSP* is defined as an operational curriculum which was

developed and implemented in each school (BSNP, 2006). This curriculum allowed the school to develop the curriculum based on the school's potentials and students' characteristics.

Based on the school-based curriculum or *KTSP*, English lesson for Senior High School in Indonesia aims to develop communicative competence in spoken and written English. Further, it is also stated in *Peraturan Menteri Pendidikan Nasional* number 23 year of 2006 (*Permendiknas*) that English teaching and learning process in Senior High School has three goals to be achieved. The first goal is the students are expected to develop their communication competencies in spoken and written form to reach the functional literacy. Second, the students are expected to have awareness about the importance of English in improving the competitiveness of nation in the global community. Third, the students are expected to develop the comprehensible about the relation between language and culture. The eleventh grade students of Senior High School in the second semester are expected to have speaking competencies as displayed in the table below.

Table 2.1. The Standard of Competence and Basic Competencies

Standard of Competence	Basic Competencies
Speaking 9. Expressing the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.	9.1 Expressing the meaning of the formal and informal transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately using simple spoken languages in the daily life contexts that involve the expression of stance, love, and sadness.

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	9.2 Expressing the meaning of the formal and informal transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately using simple spoken languages in the daily life contexts that involve the expressions of embarrassment, anger, and annoyance.
10. Expressing the meaning of short functional texts and essay in the form of narrative, spoof, and hortatory exposition in the daily life context.	10.1 Expressing the meaning of functional texts both formal and informal accurately, fluently, and appropriately in the daily life context. 10.2 Expressing the meaning of essay accurately, fluently, and appropriately in the daily life context.

From the table above, it can be seen that the eleventh grade students in the second semester have to acquire some expressions; expression of stance, love, sadness, embarrassment, anger, and annoyance. Therefore, the teaching and learning process need to give the students more exposures and more opportunities for the students to practice their oral speech. Hopefully, the students are able to master those expressions well. Moreover, the students are able to implement in their daily life.

c. Teacher's Roles during the Speaking Lesson

According to Harmer (2007:56), teachers use many metaphors to describe what they do. Some says they are actors because 'we are always on the stage'. Others think they are like orchestral conductors because 'I direct conversation and set the pace and tone'. From those statements, we could see that teachers have so many roles depend on the point of view of the teacher.

Besides, the teachers also need to play a number of different roles, including during the speaking activities. Below are three particular roles of the teacher proposed by Harmer (2007: 275-276).

1. *Prompter*. This role could be applied by the teacher when the students 'get lost', cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.
2. *Participants*. The teacher acts as a participant when she or he participates in the discussions, role plays, or dialog with the class. However, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.
3. *Feedback Provider*. The teacher's feedback on the students' speaking depends upon the teacher's tact and the appropriacy of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

d. P-P-P

The method used is a three-phase sequence, known as the P-P-P cycle. P-P-P stands for Presentation, Practice, and Production (Richards, 2006: 8). In presentation phase, the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks the students' comprehension of it. In practice phase, the students practice using the new structure in a controlled context through drills or substitution exercise.

Meanwhile, in production phase, the students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

However, the P-P-P lesson format and the assumptions on which it is based have been criticized. For example, Skehan (1996, p.18) comments that the underlying theory of P-P-P approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is taught in the order in which it is taught) no longer carries much credibility in linguistics or psychology.

In response to the criticism, Johnson (1982) and Byrne (1986) in Harmer (2001) state that the teacher can decide the procedure of P-P-P at any phases so it is more flexible. The teacher may start at production phase to know the problem that the students face. The teacher also may re-explain and re-discuss the languages that they find it difficult. To begin with a presentation, the teacher may show a picture that is related to the topic of the lesson. Then, they answer questions related to the topic. After that, they may have drills on the language that is used. Later, in the production phase, they can use the language in their own sentences.

e. Assessing Speaking

Assessing speaking skill is not an easy thing to do. Speaking is a productive skill that can be directly and empirically observed, those observation varied by the accuracy and effectiveness of a test-taker's listening skill, in this

case, the test taker is the teacher. The score of the students may differ from one teacher to the other. One solution to overcome this problem, the teacher needs to assign several scores for each response, and each score representing one of several traits such as pronunciation, fluency, vocabulary use, grammar, comprehensibility, and so on (Brown, 2004: 140).

According to Tuan (2012: 1), there are two main methods in assessing oral speech. They are holistic scoring and analytical scoring. Analytical scoring means of assessment by breaking down the objective of final product into criteria parts, and each part is scored independently. The procedure of this method involves the separation of the various features of a discourse (Park, 2004 in Tuan, 2012:1). Holistic scoring uses a single global numeric rating to assess students' performance. Holistic scoring has advantage of being faster and lower cost, however it provides less information about the weakness and the strength of the students. By contrast, analytic scoring takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance, however this method provide more useful diagnostic information about students' speaking ability.

As stated on Cambridge Certificate in English Language Speaking Skills (CELS), there are four categories need to be considered, they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The students' ability to express ideas and opinions coherently and convey clear information deals

with discourse management aspects. In the pronunciation aspect, the students have to produce the appropriate linking of words, the use of stress and intonation to convey intended meaning. Finally, interactive communication means the ability to maintain the coherence of the discussion and asking for clarification, if necessary. Those four elements are in line with what Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2004: 172-173). The students' speaking performances were assessed using a scoring rubric adapted from J. Michael O' Malley and Pierce L. Venez as it is cited in Nurjanah (2013: 122). The rubric is shown in the following table.

Table 2.2. Speaking Rubric

Apects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.

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	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Interaction	1	Poor	Purposes is not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

3. Cooperative Learning

a. Definitions of Cooperative Learning

Jolliffe (2007: 3) describes cooperative learning as learning activities where cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.

May and Doob (1973) in Gillies and Ashman (2005: 3) describe cooperative as behaviour when the learners strive to achieve the same or complementary goals, are required to achieve the goal in equitable amounts, and when they are in close contact with one another. It could be concluded that cooperative learning means learning activities where the learners work together to achieve the same or complementary goals. Cooperative learning activities

provide an ideal vehicle for teachers to structure the environment for successful peer interactions and to provide students with the coaching and support they need to develop their social and emotional skills and understanding.

Arends (2009: 351) states that cooperative learning model is characterized by cooperative task, goal, and reward structures. Students in cooperative learning situations are encouraged to work together on a common task, and they must coordinate their efforts to complete the task. Similarly, in cooperative learning, two or more individuals are interdependent for a reward they would share, if they are successful as a group.

b. Elements of Cooperative Learning

There are several elements that must be taken into account in cooperative learning. Joliffe (2007: 3) proposes two key elements that should be included in cooperative learning. The first element is positive interdependence. It means that in cooperative learning, each pupil in a small group requires to contribute to the learning of the group. Pupils are required to work in a way so that each member of the group needs the others to complete the task. This situation creates a feeling of 'one for all and all for one'. The second key element of cooperative learning is individual accountability. Each member of the group is accountable for completing his or her part of the work. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also, so no one can 'hitchhike' on the work of other members of the group.

Further, Arends (2009: 350) proposes that the cooperative learning model requires student cooperation and interdependence in its task, goal, and reward structures.

- 1) Task structures involve the way lessons are organized and the kind of work students are asked to do. They encompass whether the teacher is working with the whole class or small groups, what students are expected to accomplish, and the cognitive and social demands placed on students as they work to accomplish assigned learning tasks. Task structures differ according to the activities involved in particular lessons.
- 2) A lesson's goal structure refers to the amount of interdependence required of students as they perform their work. Three types of goal structures have been identified: individualistic (if achievement of the instructional goal requires no interaction with others and is unrelated to how well others do), competitive (when students perceive they can obtain their goals if the other students fail to obtain theirs), cooperative (when students can obtain their goal only when the other students with whom they are linked can obtain theirs.)
- 3) Reward structure for various instructional models can also vary. Individualistic reward structures exist when a reward can be achieved independently from what anyone else does. Competitive reward structures are those which rewards are obtained for individual effort in comparison to others. In contrast, situations in which individual effort helps others to be rewarded use cooperative reward structures.

Kagan and Kagan (2009: 12.2) proposes the PIES principles to distinguish cooperative learning from group work. The PIES principles stand for positive interdependence, individual accountability, equal participation, and simultaneous interaction. The first principle from cooperative learning is positive interdependence. Positive interdependence refers to two distinct conditions that promote cooperation, they are:

1) Positive Correlation

The word positive in the term “positive interdependence” refers to “a positive correlation among outcomes”. A positive correlation occurs when outcomes go up or down together when they are positively linked. When there is a positive correlation among outcomes, the participants of the group almost certainly work together. They cooperate, help each other, and encourage each other since the participants of the group would sense “one’s success is others’ success”. The opposite of positive correlation is negative correlation. This is the case that likely happens in competitive classrooms where their success depends on the failure of another. They are on opposite sides, and therefore they do not cooperate each other.

2) Interdependence

The word interdependence refers to how the task is structured. It means the tasks need to be done together, then the members of the group become interdependent. If the tasks structured, it would dramatically increased the probability of cooperation.

In different ways, both components of positive interdependence increase the probability of cooperation. A “positive correlation of outcomes” structures outcomes so students hope and work for positive outcomes for each other, while “interdependence” structures the task so students need to work together. When both conditions are in place, students become helpful and encourage each other’s academic success.

The second principle of cooperative learning proposed by Kagan is individual accountability. The aphorism “There is no ‘I’ in team” motivates individuals to work as a team and sacrifice for the sake of the team. Individual Accountability is created by putting in place three components:

- 1) *Individual*. Each student is accountable for his or her individual contribution and his or her learning. Teamwork is the process by which learning is enhanced, but team projects and products are not a yardstick for individual achievement since learning happens between the learners themselves.
- 2) *Public*. Accountability is strengthened by public performance. If the students have to share their personal contribution publicly, they would make a concerted effort.
- 3) *Required*. The final component of individual accountability is making the individual public performance required. The individual contribution is not voluntary but compulsory. Realizing this compulsory, the students need to pay attention and prepare their contribution.

The third principle of cooperative learning is equal participation. This principle is the simplest of the four principles. The tasks are structured so that

each member of the group could participate equally. The last principle of cooperative learning proposed by Kagan is simultaneous interaction. Simultaneous interaction actively engages a high percent of students at once. By applying effective cooperative learning, it would increase the amount of active engagement because effective cooperative learning produces simultaneous engagement. From the elements proposed by Kagan above, the main point in this method is interaction. As stated in Brown (2001: 165), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

c. Advantages of Cooperative Learning

Joliffe (2007: 44) proposes the two main reasons why cooperative learning works; the first is motivational and secondly, cognitive. Cooperative learning structures create a situation where the tasks could be done only when the whole group does complete the tasks. Therefore, each member of the group should help others to succeed. In other words, this kind of situation makes the students motivated to learn and work hard to support their team. The second reason is cognitive. By working cooperatively, it would help the students to promote intellectual growth because they are able to support each other's next step in their learning.

Arends (2009: 350) states that the cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance, and acceptance of diversity, and social skill

development. Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks. Cooperative learning can benefit both low- and high- achieving students who work together on academic tasks. Higher achievers tutor lower achievers, thus providing special help from peers who share youth-oriented interests and language. In the process, higher achievers gain academically because serving as a tutor requires thinking more deeply about the relationships of ideas within a particular subject. A second important effect of cooperative learning is wider tolerance and acceptance of people who are different by virtue of their race, culture, social class, or ability. Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks and, through the use of cooperative reward structures, to learn to appreciate each other. A third and important goal for cooperative learning is to teach students skills of cooperation and collaboration. These are critical skills in a society in which much adult work is carried out in large, interdependent organizations and communities are becoming more culturally diverse and global in their orientations. Cooperative learning promotes cooperation because it values and promotes the development of interpersonal intelligence.

In addition, Kagan (2009: 4.24) indicates that the positive benefits of cooperative learning flow from all of the following variables:

- Immediate and frequent reinforcement
- Powerful and desirable rewards
- Supportive, peer-based feedback
- Feedback during performance
- Increased time on task
- Frequent practice recalling and verbalizing

- Peer praise, tutoring, observational learning and modeling
- Instruction in the Zone of Proximal Development
- Greater opportunities to construct meaning
- Reduced transference gap
- Equal student participation
- Greater brain nourishment
- Reduced stress
- Multi-modal input
- Creation of episodic memories
- Balance of novelty and predictability
- Instruction oriented to the needs of individual learners
- Higher expectations
- Improved self-esteem and self-image
- Cultural compatibility
- Increased student choice
- Enhanced motivation
- Greater engagement and retention
- Interaction of different points of view
- Shift in teacher attitudes and behaviors
- Releasing the power of situations

4. Talking Chips Strategy

a. The Nature of Talking Chips Strategy

Kagan and Kagan (2010: 17) cited in Syafryadin (2011), points out that Talking Chips is a strategy in teaching speaking which makes the students work in group. In line with Kagan, Hayman states that Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. This strategy also allows the students in a group to speak without one student dominating the group discussion. In holding Talking Chips strategy, the students would be given chips and the chips are used for every time they speak, they must put the chips in the centre of the table. When the chips are over, the activity is

done and the students may not speak until chips of all members of the group are over too.

In the previous explanation, Kagan and Kagan (2009: 12.2) proposes the PIES principle to distinguish cooperative learning from group discussion. Talking Chips, as one of the structures of cooperative learning, also fulfil at least two of the principles. The first element is the individual accountability. During the activity, every member of the group has accountability to participate in discussion. They have to actively engage during the discussion, and they are accountable to their teammates. However, each member of the group must use their chip before proceeding to the next round. So that, they have chances to practice their speaking, and in the same time, they are also practicing their active listening. The second element is equal participation. The rules during the implementation of the Talking Chips strategy establish guidelines for equal participation. Each member of the group has same opportunity to speak during the discussion. They also learn on how to respect others' opinions.

b. The Advantages of Talking Chips Strategy

There are some advantages from applying Talking Chips strategy during the learning process. Talking Chips strategy allows every student to hold accountable for participating. Talking Chips regulates discussion where it ensures everyone in the group could participate and contribute during the discussion. Since everyone in the group should participate during the discussion,

shy students, low achievers, and less-fluent students are encouraged by the social norms of structure to fully participate and develop their language skills too.

The next advantage of applying Talking Chips is, it develops the students' speaking and listening skills. During the activity, the students need to discuss certain topics in a group. Each student should share their ideas when their turn comes. However, when they already use their opportunity to speak, they need to be patient and turn to listen the other members' ideas. This kind of turn-taking help the student to speak yet at the same time also help them to develop their listening skills.

c. The Steps of Talking Chips Strategy

The procedure of Talking Chips proposes by Kagan (2010) cited in Syafryadin (2011) are as in the following.

- 1) Teacher provides a discussion topic. The teacher could provide certain topics for the groups to be discussed. It would help the students to maintain their ideas to be shared.
- 2) Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the centre of the team table.
- 3) Continues the discussion. Any student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.
- 4) When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.

- 5) During the students' discussion about the topic, accuracy and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

B. Reviews of Related Studies

During the learning process, there are various activities applied by the teacher. One of those activities is discussion. Talking Chips Strategy is one of the ways that could be applied by the teacher during the discussion section. This strategy would help the students to promote their speaking skill equally since the point of this technique is every student in the group should participate and give contribution to the group. There are some similar research that had been conducted before. The result of the research is described as follows.

The first research was conducted by Syafryadin (2011). The research entitled "The Use of Talking Chips Technique in Improving Students' Speaking Achievement". The research shows that Talking Chips Technique can improve the students' speaking. The students' scores on speaking skill got improvement and the students showed progress on each cycle in speaking. For example, the students were active in speaking, high motivation, responsible to their task and so on. Besides, the cooperative learning elements that well implemented during Talking Chips Technique also help to improve the students' speaking skill.

Another research was conducted by Hendrawan (2013). The research was conducted as experimental research, entitled "The Effect of Talking Chips Strategy on Students' Speaking Ability at Grade XI of SMAN 8 Kota Jambi".

After conducting the research, the researcher concluded that Talking Chips strategy gives a significant difference on students' English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class can give and share their idea and opinion in front of the class bravely. Some positive values are established there such as togetherness and teamwork.

Based on those previous research conducted, it can be concluded that Talking Chips strategy gives a good impact towards the students' speaking ability. That is the reason why the researcher tried to conduct a research on "The Use of Talking Chips Strategy to Improve Speaking Ability of Grade XI Students of SMAN 1 Pengasih in the Academic Year Of 2013/ 2014".

C. Conceptual Framework

In order to master English, learners have to master the four skills of English; listening, speaking, reading, and writing. Although the four skills are equally important, speaking could be seen as the leading skill since speaking is one of the ways to communicate with others. As for Senior High School students, they are expected to have the ability to express the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

Unfortunately, there are some problems related to the students' speaking ability. The problems could be from so many factors, the students, the teacher, the activities during the learning process, or even the facilities. What mostly

happen in Indonesia, the students are afraid to make mistakes in front of their friends. As the result, they tend to be silent when they are asked to share their ideas or opinions. The monotonous activities during the learning process could make the condition getting worse.

Based on those problems, Talking Chips strategy could be applied as an effort to improve the students' speaking ability. Talking Chips strategy could be applied in discussion activities during the learning process. This strategy allows the students to participate and to give contribution in their group. This strategy also helps those who have low motivation and shy students to improve their participation during the learning process. By using this strategy, every student would have more opportunity to practice English orally and gradually would increase their speaking ability. Hopefully, this strategy could help the teacher to be more creative during the learning process and create atmosphere where the students could decrease their fear on using English and motivate the students to be brave to speak up. It is expected that there would be positive changes in the speaking teaching and learning process after applying this strategy.

CHAPTER III RESEARCH METHOD

A. Research Designs

In accordance with the objective of the research, this study aims to improve the students' speaking skill through the use of Talking Chips strategy for XI grade students of SMAN 1 Pengasih. This research is conducted as an action research. Koshy (2005: 9) states that action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless. Koshy (2005: 3) concludes that the purpose of action research is to learn through action leading to personal or professional development.

Nunan (1992) in McKay (2006) points out that action research typically has three major characteristics; it is carried out by practitioners (i.e. classroom teachers), it is collaborative, and it is aimed at changing things. Further, Burns (1999) in McKay (2006) expands those three characteristics into the following features:

1. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for change.

Based on those features of action research, there are some points to be highlighted. First, action research involves action in that it seeks to bring about change, specifically in local education contexts. It is also research because it entails the collection and analysis of data. Finally, it is participatory and collaborative in that teachers work together to examine their classrooms.

This action research will be conducted using the spiral model of action research proposed by Kemmis and McTaggart, the research design could be illustrated as follows:

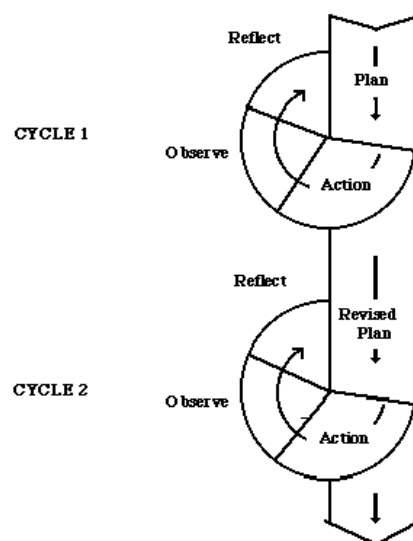


Figure 3.1 Cycle of Action Research Kemmis and McTaggart Model

Burns (2010) states that there are four broad phases in a cycle of research done by using Kemmis and McTaggart model; planning, action, observation,

reflection. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

B. Research Setting

This research was conducted in SMAN 1 Pengasih. It is located in Jl. KRT Kertodiningrat 41 Margosari Pengasih, Kulon Progo. The school has some facilities such as a principal's room, a vice principals' room, a teacher's room, 19 classrooms, a meeting room, an administration room, a room for guidance and counselling, a school health unit, a mosque, a library, five laboratories, a music room, an Audio Visual Aid (AVA) room, sport fields, an OSIS room, a guest room, and other supporting facilities.

For teaching and learning process, this school has 19 classrooms with 6 classes for grade X, 6 classes for grade XI, and 7 classes for grade XII. They are divided into 5 classes for grade X regular, 1 class for grade X sport class, 3 classes for grade XI science program, 3 classes for grade XI social program, 3 classes for grade XII science program, and 4 classes for grade XII social program.

C. Research Subjects

The subjects of the research were the students of XI IPA 1 of SMAN 1 Pengasih in the academic year of 2013/ 2014. There were 27 students in this

class. They were chosen based on the researcher's observation during *PPL* where the researcher found the problems explained in the previous chapter.

D. Data Collection

1. Types of Data

There are two main categories of data called quantitative and qualitative. Koshy explained that quantitative data can be measured and represented by numbers. This kind of data could be presented in the form of tables and charts. Besides, qualitative data could be presented in the form of transcripts, descriptions, and document for analysis (Koshy, 2005: 86).

2. Data Collection Techniques and Instruments

There were two types of data that gathered in this research. They are qualitative data and quantitative data. The qualitative data were gathered through several techniques. The first technique was observation. Observation sheet used to observe the English teaching and learning process in the classroom. The data gathered through observation presented in the form of field notes and vignettes. The second technique was interview. The researcher used interview to find out the teacher's opinion toward the implementation of the strategy. To help the researcher kept the discussion on the track, interview guidelines were used. The interviews were resulted in interview transcripts. A recorder and a camera also used to record the teaching and learning process, the data presented in the form of videos and photographs.

The quantitative data were gathered through speaking rubric for speaking tests. The results were in the form of scores and were used to find the improvement of the students' speaking skill.

Table 3.1. Instruments of the Research

No.	Instruments	Data
1	Observation Sheet	Vignettes
2	Interview Guidelines	Interview Transcripts
3	Speaking Rubric	Tests Scores
4	Recorder	Videos
5	Camera	Photographs

3. Data Analysis Technique

To analyze the qualitative data, the researcher referred to some steps proposed by Burns (2010: 104-105). The first step was assembling the data. In this step, the researcher collected all data that had been obtained, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions. The second step was coding the data. In this step, the data were grouped into more specific patterns or categories and identified the data sources that might be coded as qualitative or quantitative. The third step was comparing the data where the researcher compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. Here, the researcher analyzed the data several times to pose questions, rethought to connections, and developed explanation of the situation. Finally, the last step was reporting the outcomes. In this step, the

researcher described the context of the research, outlined the findings, and how the researcher would organise the whole research.

To analyze quantitative data, the researcher compared the results scores of the pre-test and post-test. The researcher then compared the means of the scores in order to find the improvement in the students' speaking ability. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' speaking skill of class XI IPA 1 of SMAN 1 Pengasih was improved by the use of Talking Chips strategy or not.

4. Research Validity and Reliability

A research data must be valid and reliable. To make the data valid, the researcher used five kinds of validity proposed by Anderson in Burns (1999: 161-162). They are explained as follows:

- a) *Democratic Validity*. Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple voices. This validity is about how the researcher works together with other parties in the research to get more perspectives and concerns to the topic of the research. The researcher fulfilled this validity by asking the English teacher, collaborator, and students to share their opinions and suggestions about the actions implemented to improve the next actions.
- b) *Outcome Validity*. Outcome validity is related to the outcome of the research. In order to fulfil this validity, the researcher and the collaborator analysed the outcome of the research to find out whether the actions implemented were successful or not.

- c) *Process Validity*. Process validity is closely related to the dependability and competency of the research itself. In order to get this validity, the researcher observed the teaching and learning process by using observation sheet, vignettes, and interviewed the students and the teacher.
- d) *Catalytic Validity*. Catalytic validity is related to the extent in which the research could allow the participants to understand the social realities of the context and how they can make changes within it. The researcher interviewed the teacher and the students regarding the implementation of the actions to fulfil the catalytic validity.
- e) *Dialogic Validity*. Dialogic validity parallels the processes of peer review to monitor the value of the research. It is obtained by conducting dialogues with the English teacher and the collaborator. The dialogues used to get the comments about the implementation of the technique in every meeting. The results of the dialogues used to find out the strengths and weaknesses of the action to make a better action in the next meeting.

Meanwhile, the trustworthiness was obtained from the triangulation technique. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999: 164). Burns also proposes three forms of triangulations. The first is time triangulation. It means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In order to fulfil the time triangulation, the researcher interviewed the students and the English teacher before the implementation of the cycles, during the implementation of the cycles, and after the implementation

of the cycles. The next form is investigator triangulation. Investigator triangulation means that more than one observer is used in the same research setting. To fulfil the investigator triangulation, the researcher asked the English teacher and the collaborator to help the researcher during the action in the classroom. The purpose of this triangulation is to avoid bias or subjective observations. The last form of the triangulation is theoretical triangulation. It means that the data were analyzed from more than one perspective from some theoretical reviews. The researcher reviewed theories from some books to obtain this form of triangulation.

E. Research Procedures

The research implemented the procedure of action research proposed by Kemmis and McTaggart with some modification. Each step was elaborated as follows.

1. Reconnaissance

In this research, the researcher carried the research collaboratively with the English teacher and the researcher's colleague as collaborators in the school. In this step, the researcher observed the English teaching and learning process. The researcher also interviewed the collaborators and the students to identify the problems related to the students' speaking skills. Then, the researcher determined some plans related to the problems on the students' speaking skills.

2. Action

a) Planning Action

In this step, the researcher made some plans to be implemented in the action research. The researcher collaborates together with the collaborator and the English teacher. The aim of the actions was to improve the students' speaking skills using Talking Chips strategy.

b) Implementing Action

The actions were implemented in two cycles. Each cycle was done in two meetings. The topics used were adapted from internet, English course book for grade XI, and other sources which were relevant for the students' needs. The researcher, the collaborator, and the English teacher observed and recorded the students' reactions during the activities.

3. Reflection

The reflection was done every time after the actions implemented. The reflection was made by all involved members of the research. The successful actions were continued in the teaching and learning process. However, those which were not successful were modified into the more suitable actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research, its findings, and interpretations. This chapter contains three sections; the reconnaissance steps, the reports of actions, and the discussion.

A. Reconnaissance

In this step, some activities were conducted to find the problems in the field. First, the researcher did some observations concerning the English teaching and learning process of class XI IPA 1 at SMAN 1 Pengasih. Second, the English teacher and the students were interviewed to get some input about the weaknesses and suggestions related to the English teaching and learning process. A pre-test was done before conducting the cycles to measure the students' speaking skills.

1. Identification of the Field Problems

The finding of the problems was based on the observations, and results of interviews. The researcher did the observation during her *PPL* activity on July 30th 2013. Based on the observation, the researcher found problems in the English teaching and learning process. The detail situation and condition of the English teaching and learning process was in the following vignette.

Vignette 1

Date : Tuesday, July 30th 2013
 Time : 07.30 a.m. – 08.40 a.m.
 Activity : Observation
 Place : XI IPA 1 class
 Respondent : R : Researcher
 ET : English Teacher
 Ss : Students

The ET entered the classroom alongside the R. The ET greeted the Ss. “Assalamu’alaikum wr.wb.” “Wa’alaikumsalam wr.rb.” answered the Ss. “Good morning, how are you today?” “I’m fine, thank you. And you?” said the Ss. “I’m fine too, thank you. *Hari ini ibu ditemani oleh mbak KKN di sini. Sudah tahu namanya?* (Today, I am accompanied by someone. She is doing her community service. Do you know her name?)” “*Belum* (No)” said the Ss. Then, the ET asked the R to introduce herself. “*Nah, besok-besok, mbak Tatik ini akan membantu ibu untuk mengajar kalian, tapi untuk hari ini, mbak Tatik mau melakukan observasi dulu bagaimana mengajar di kelas. Siap ya semua?* (Later on, she will help me to teach you, but for today, she is doing her observation. Are you ready?)” “*Ya!* (Yes!)” The ET then asked the R to sit in the back of the classroom.

ET started the lesson by asking the students about the previous materials, “*Kemarin kita sudah membahas materi apa?* (What have we learnt yesterday?)” “*Narrative bu* (Narrative)” shouted a student. “*Contohnya narrative apa saja? ada yang tahu?* (What are the examples of narrative text? Anybody?)” “*Malin Kundang*” shouted a student. “*Apa lagi?* (What else?)” “*Cinderella*” “*Ada lagi?* (What else?)” But the Ss remained silent. “*Kalau social function dari narrative text apa?* (What is the social function of narrative text?)” No one answered. “*Tujuan dari narrative text apa?* (What is the purpose of narrative text?)” “*Menghibur!* (To entertain the readers!)” Shouted a student, but most of the students were hesitant to express their ideas. Then the ET continued the lesson by explaining the generic structure of Narrative text. The ET wrote the generic structure of Narrative text on the white board, and then the Ss wrote them down on their note book. The ET explained the generic structure using Bahasa Indonesia. Some Ss looked uninterested and chatted with their friends.

After the ET gave explanation about the generic structure, she then gave an example of Narrative text. The text entitled “The Thirsty Crow”. The text was taken from the student’ worksheet (LKS). “*Coba sekarang lihat LKS yang halaman 8. Itu ada contoh teks narative. Judulnya apa?* (Now, look at your worksheet page 8. There is an example of narrative text there. What is the title?)” asked the ET. “The Thirsty Crow” answered some Ss. However, some

(continued)

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Ss looked confused on how to say the title. The ET then explained the generic structure of the text. Some Ss did not interest to listen the explanation and looked unmotivated. “*Nah sekarang, sudah paham dengan susunan teks narative?* (Have you understood the generic structure of narrative text?)” “*Sudah* (Yes, we have.)” “*Ada yang mau ditanyakan?* (Is there any question?)” No one answered. As no one asked questions, the ET moved to the next activity. The ET asked the Ss to translate the text into Bahasa Indonesia. She asked the Ss to read aloud a sentence one by one, then they needed to translate the sentence into Bahasa Indonesia. Some Ss still had difficulties on pronouncing words, for example when they pronounced “flew [flu:]”, they still pronounced the word as the way it written [flew]. Another student pronounce “also [‘ɔ:l.səʊ]” as [also]. They also made errors on pronouncing other words.

The next activity was story telling. The ET asked the Ss to retell a story in front of the class. “*Sekarang, kalian pilih salah satu dari 4 cerita ini, ada Cinderella, Malin Kundang, Tangkuban Perahu, dan Beauty and the Beast. Nanti, kalian harus menceritakan kembali cerita yang kalian pilih di depan kelas. ya?* (Now, you choose one of these stories; Cinderella, Malin Kundang, Tangkuban Perahu, and Beauty and the Beast. Later, you have to retell the story in front of the class.)” Some Ss said that it was too hard for them, and others also nagged a lot, but the ET said that they still had to do that. The Ss had 15 minutes to prepare the story, then they needed to tell the class about the story.

Fifteen minutes passed, the ET asked a volunteer to tell the story in front of the class. No one was willing to do. The ET then asked a student to tell the story. During his performance, he still had many fillers and mispronounced words. Unfortunately, before he finished his story telling, the bell rang. Then the ET asked him to finish it. After he finished his story, the ET wrapped up the lesson and said that they would continue their performances next meeting.

In this identification step, she also conducted a pre-test to measure the students’ speaking skills. The pre-test was done on March 27th 2014. First, she told the students about the topic and given explanation. The students needed to share their ideas related to certain topic. The English teacher could not attend the class, so that the researcher and a collaborator were the ones who scored the pre-test. This activity was done to conduct the reliability of the test. The students’

speaking performances were assessed using a scoring rubric adopted from J. Michael O' Malley and Pierce L. Vendez as it is cited in Nurjanah (2013: 122). There are five aspects to measure the students' speaking performances. Those aspects are pronunciation, fluency, grammar, vocabulary, and interaction. The score for each aspect range from 1 to 4. The lowest score is 1 while the highest score is 4. Below are the table of the students' pre-test mean scores.

Table 4.1. The Students' Pre-test Mean Scores

Aspects	Mean Scores
Pronunciation	2, 46
Fluency	2, 80
Grammar	2, 52
Vocabulary	2, 30
Interaction	2, 65

From 27 students who took part in the pre-test, the mean score for each aspect still in the range of 2, which means that the students' speaking performance are considered as low. The students still had problems related to all of the aspects being assessed. After doing the observation, then the researcher conducted interviews with the English teacher and students. The interviews were done in order to find out more about the problems faced by the students during the English teaching and learning process. Based on the observation, interviews, discussions with the collaborators, and the result of the pre-test, the researcher identified several problems in the teaching and learning processes. The problems found are presented in the table below.

Table 4.2. Field Problems in the English Teaching and Learning Process of XI IPA 1 class at SMAN 1 Pengasih

No.	Field Problems	Code
1	The students were reluctant in using English.	S

(continued)

(continued)

2	The students were not really active in joining the class.	S
3	The students seemed not be really interested in joining the learning process.	S
4	Some students were silent during the learning process.	S
5	The students lacked vocabulary.	S
6	The students' pronunciation was still weak.	S
7	The students are shy to express their ideas.	S
8	The students were not confident to speak English.	S
9	The students did not have enough opportunities to speak English.	S
10	The teacher dominated the opportunity to speak in the classroom.	T
11	Bahasa Indonesia was the dominant language at class.	T & S
12	The class activities were not encouraging and challenging.	T
13	The materials used during the teaching and learning process mostly taken from student's worksheet (LKS).	T
14	The materials given by the teacher were not interesting, so that the students seemed to get bored.	M
15	The materials taught were less attractive.	M
16	The activities that the teacher gave were less varied.	T
17	The method used by the teachers less likely engaged to speak up.	T
18	There were not enough media in teaching and learning process.	Md

S: Students

M : Materials

T: Teacher

Md: Media

2. Selecting the Field Problems to Solve

After identifying the field problems, the researcher and the collaborator held discussions to determine the problems to solve. At first, they listed the problems found in the field after conducting the observation, pre-test, and interviews. Then, they analyzed the problems found in the field and selected the field problems to be solved. The problems were classified into seven main problems described as follow.

The first problem was the opportunity to speak English. Most of the students did not have enough opportunities to practice their speaking ability

during the teaching and learning process. The teacher dominated the opportunity to speak in the classroom and most of the time, she used Bahasa Indonesia as the medium language.

Since the students did not have enough opportunities to practice their speaking inside and outside the classroom, the students were lack of vocabulary. During the observation, most students kept silent and hesitant to speak during the teaching and learning process. When the researcher asked them the problem, they said that they did not know how to say words in English.

The next problem found in the field was the students did a lot of mispronunciation. Since the students rarely used English in their daily life, the students are not familiar with the words and the way to pronounce the English words. It could be seen from the field note above, where some students mispronounced words like “flew [flu:]” and “also [‘ɔ:l.səʊ]”.

Related to the lack of vocabulary, the students were shy to express their ideas. They did not know how to share their ideas using English. Some students were hesitant to give their contribution during the teaching and learning process. Most of the students tend to remain silent and less expressive. Only one or two students who were brave enough to share their ideas or opinions. Afraid of mispronouncing words also made the students hesitant to express their ideas in English. As the result, the students were not confident to speak English since they felt that they did not have enough knowledge to speak English.

The next problem was the material used during the teaching and learning process. The materials used during the teaching and learning process mostly

taken from student's worksheet (*LKS*). Another problem related to the material was the choice of the topic to be discussed in the teaching and learning process. Topic such as Cinderella, Malin Kundang, et cetera was quite childish for Senior High School learners. If the teacher could not find suitable topic for the students, it could make the students less motivated to give contribution during the teaching and learning process.

The last problem occurred during the teaching and learning process was the activities done in the classroom. The choice of the teaching and learning activities did not create an interesting atmosphere for the students. The teacher did some discussion and questions and answer session, however, the overall activities did not encourage the students to involve in the speaking activities. The teacher also rarely used media to support the teaching and learning process. Since the activities did not encourage the students to involve more during the lesson, it made the students felt less motivated to join the lesson.

Table 4.3. The Selected problems

No.	Field Problems	Code
1	The students did not have enough opportunities to speak English.	S
2	The students lacked vocabulary.	S
3	The students' pronunciation was still weak.	S
4	The students were shy to express their ideas.	S
5	The students were not confident to speak in English.	S
6	The materials taught were less attractive.	M
7	The activities that the teacher gave were less varied.	T
8	There were not enough media in teaching and learning process.	Md

S: Students M : Materials T: Teacher Md: Media

3. Determining the Causes of the Problems

After determining the field problems to solve, the researcher then tried to find the main causes of each problem. The aim of this step was to make it easier for the researcher to determine the right ways to solve them.

The researcher had conducted discussions with the collaborator, and then she classified the source of the problems into four main causes of the problems. The first one is the reality that the students rarely use English in their daily life. English is categorized as a foreign language in Indonesia, so that there are not many people who speak English in their daily life. The only opportunity for the students to practice their speaking skill is only in the classroom during the teaching and learning process.

The second problem was the teacher gave more attention on materials that would be asked on examination. It is widely believed in Indonesia that examination is the goal of the teaching and learning process, so the students could be categorized as success in learning if they pass the examination. As the impact, the teacher gave more attention on the materials related to the examination. Another effect was the teacher rarely used media to support the teaching and learning process so the lesson was less attractive and communicative.

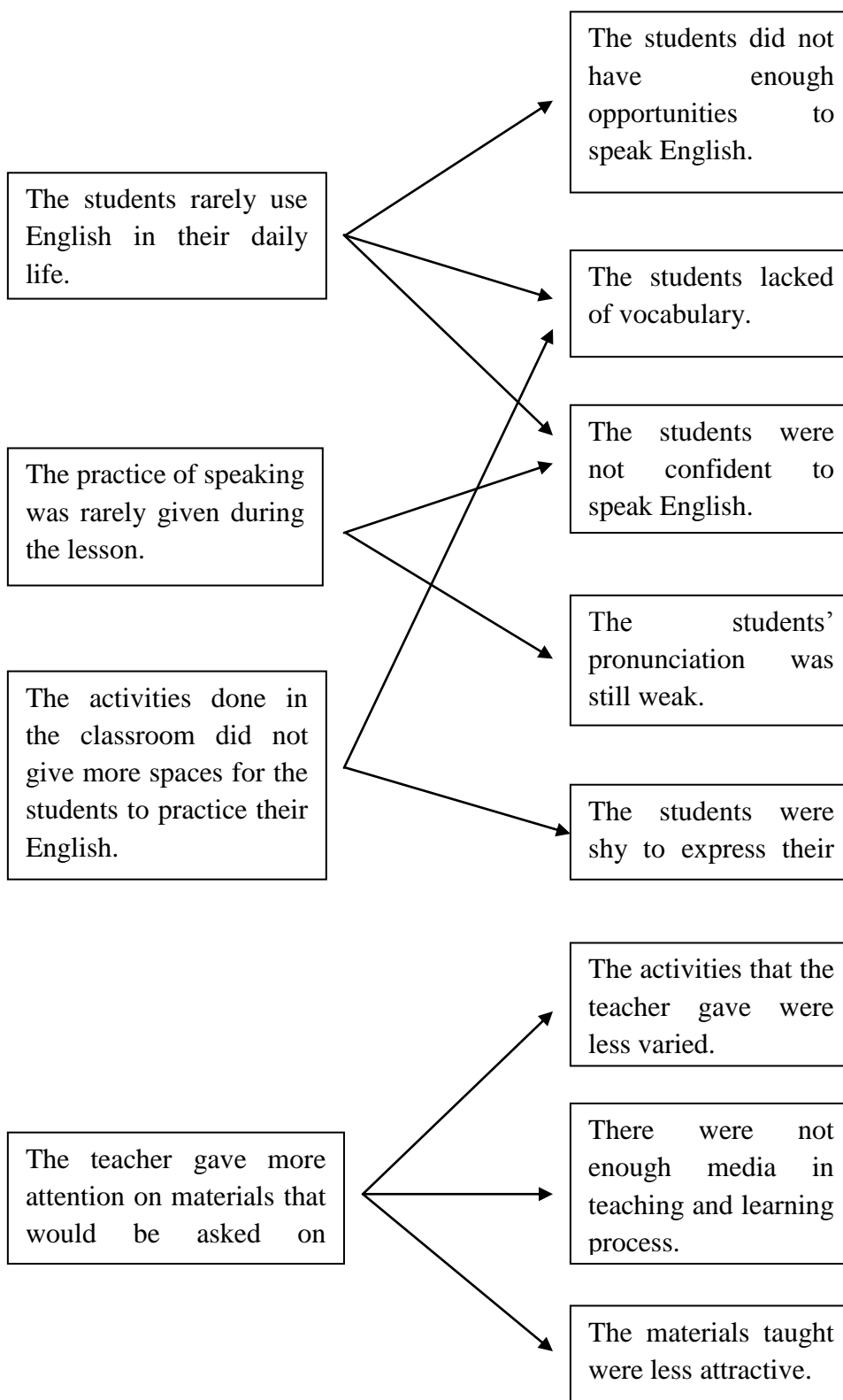
The next one was the activities done in the classroom did not give more spaces for the students to practice their English. It also caused the students lack of vocabulary since they did not have space to enrich their vocabulary. Since they lacked of vocabulary, they felt less confident to speak in English.

The next main cause of the problem was the practice of speaking was rarely given during the lesson. As stated previously, most of the students rarely used English outside of the classroom, so the only opportunity was during the teaching and learning process. Since they lacked in practicing their speaking, it limited their opportunities to enrich their vocabulary and practice their pronunciation. As the result, it would make the students unconfident to speak English.

Those main causes of the problems were related one another which caused the students had problems in their speaking. The relation could be described in the table below.

Table 4.4 The Causes of the Problems

No.	Main Causes	Problems Found
1	The students rarely used English in their daily life.	The students did not have enough opportunities to speak English.
		The students lacked of vocabulary.
		The students were not confident to speak English.
2	The practice of speaking was rarely given during the lesson.	The students' pronunciation was still weak.
		The students were not confident to speak English.
3	The activities done in the classroom did not give more spaces for the students to practice their English.	The students lacked of vocabulary.
		The students were shy to express their ideas.
4	The teacher gave more attention on the materials that would be asked on examination.	The activities that the teacher gave were less varied.
		There were not enough media in teaching and learning process.
		The materials taught were less attractive.

Figure 4.1. The Main Causes of the Problems*Main Causes**Field Problems*

4. Determining Actions to Overcome the Problems

Based on the analysis from the main causes of the problems, it was found that the real problem faced by the students in learning speaking was the less amount of speaking practices, whether it was inside the class or outside the class. The researcher then conducted the discussion with the English teacher to discuss the possible solution for the problems. The English teacher stated that group discussion would help the students to improve their speaking ability, since they needed to share their ideas with others. The researcher proposed the Talking Chips strategy to be implemented during the teaching and learning process since this strategy allows the students to have more practices on their speaking. This strategy also needed the students to have discussion in groups. Talking Chips strategy ensures the students to have equal participation during the group discussion. So that it would give more opportunities to practice their speaking during the teaching and learning process and hopefully it would help them to improve their speaking ability.

Besides the Talking Chips strategy, the researcher also planned to conduct some accompany actions to overcome the problems selected from the field. There are four actions planned to be done, they are; vocabulary practice, pronunciation practice, using classroom English during the teaching and learning process, and using media. The vocabulary practice was planned to be done in order to exposure the students to new vocabulary, so that they could improve their vocabulary storage. The pronunciation practice was aimed to give more opportunities for the students to practice their spoken English, so that they would

understand on how to pronounce the words well. Those two practices related to the main action which is Talking Chips strategy. The main activity on implementing the Talking Chips strategy is having discussion within groups. Hopefully, the vocabulary practice and pronunciation practice would help the students to conduct a good discussion since they have gained more knowledge about vocabulary and pronunciation. The use of classroom English during the teaching and learning process was aimed to make the students familiar with spoken English. It would also help them to improve their speaking skill. While the use of media during the teaching and learning used as the way to vary the teaching and learning activities. It was also expected that the use of media would bring a new excitement for the students, so that they would engaged more in the teaching and learning process.

Table 4.5 Determined Actions to Solve the Problems of the English Speaking Teaching and Learning Process in Class XI IPA 1 of SMAN 1 Pengasih

No.	Field Problems	Actions	Expected Results
1	The students did not have enough opportunities to speak English.	<ul style="list-style-type: none"> • The use of classroom English. • The implementation of Talking Chips strategy. 	<ul style="list-style-type: none"> • The teacher uses classroom English to make the students more familiar with spoken English. • The implementation of Talking Chips strategy allows the students to have discussion within groups, so they would get more opportunities to speak.
2	The students lacked vocabulary.	<ul style="list-style-type: none"> • The use of classroom English • Vocabulary practice. 	The use of classroom English and vocabulary practice would help the students to enrich their vocabulary.

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3	The students' pronunciation was still weak.	Pronunciation Practice.	The pronunciation practice would give more opportunities for the students to practice pronouncing the words.
4	The students were shy to express their ideas.	The implementation of Talking Chips strategy.	<ul style="list-style-type: none"> • The implementation of Talking Chips strategy allows the students to have discussion within groups. It would help them to lessen the burden and vary the classroom activities. • The topics given during the discussion were suited with the students' ages.
5	The students were not confident to speak English.		
6	The materials taught were less attractive.		
7	The activities that the teacher gave were less varied.		
8	There were not enough media in teaching and learning process.	Using media during the teaching and learning process.	The use of media would motivate the students to give more contribution during the teaching and learning process.

B. Reports of Actions

I. Actions of Cycle I

a. Planning

Based on the problems identified above, the researcher planned some efforts to solve the problems in the teaching and learning process. The efforts focused on improving the students' speaking skill using Talking Chips strategy. According to the discussions with the collaborators, the action plans of the first cycle were presented below.

1. Implementing the Talking Chips strategy

Talking Chips strategy would be implemented during Cycle I and Cycle II. Talking Chips strategy would allow the students to have more opportunities to practise their speaking. During the activity, the students needed to have discussion within the group and all of the members of the group had to have contribution during the discussion. The chips used to show their turn to speak. This way would force the shy students to speak and give more contribution while the dominant students had to limit their time to speak. This strategy would also solve the problems related to the activities done during the teaching and learning process. The teaching and learning process would be more attractive and more communicative.

2. Vocabulary Practice

Based on the interview done before the implementation of the cycle, some students said that one of the obstacles on learning speaking was due to their lack of vocabulary. They could not express their ideas and opinions well since they did not know how to say it in English. The researcher planned to do vocabulary practice in each meeting. This activity would help the students to enrich their vocabulary.

3. Pronunciation Practice

One of the problems found in the field was related to the students' pronunciation. The students' pronunciation was still weak and needed to be improved. The researcher then planned to have pronunciation practice in each meeting. This pronunciation practice was the follow-up activity from vocabulary

practice. After the students got the vocabulary practice, they needed to practice on how to pronounce the words. This practice would give more opportunities for the students to learn speaking.

4. Using Classroom English during the teaching and learning process

The researcher acted as the teacher during the actions. She decided to use classroom English during the teaching and learning process to make the students more familiar with the English words and expressions. The use of classroom English during the teaching and learning process could effectively solve the problem related to the fact that the students were shy to speak English since they rarely practise speaking English in their daily life. This activity would force the students to hear spoken English and to respond to the teacher. The researcher planned to use classroom English to greet in the beginning of the lesson, give instructions, review the materials, and close the lesson. Based on her observation during PPL, the researcher decided not to use English while explaining the materials since the students could not clearly understand when she used full English to explain the materials.

5. Using Media

The researcher planned to use various media such as audio recordings and videos. The students rarely had their lesson supported by the media, so it was quite boring for the students, so that the researcher planned to use media to support the teaching and learning process. The researcher thought that the use of media would give a new excitement for the students and it would help the students to maintain their motivation during the teaching and learning process.

b. Actions Implementation

The actions in Cycle I was carried out in two meetings on April 8th and 10th 2014. The actions were focused on implementing Talking Chips strategy which required the students to have small groups' discussion. In this cycle, the researcher planned to have the English teacher and a collaborator to share duty during the teaching and learning process, however the English teacher only could attend the class in the second meeting, so only the researcher and the collaborator shared the duty during the teaching and learning process in first meeting. The researcher acted as the teacher and the collaborator took the video of the teaching and learning process. The collaborator also helped the researcher to observe the classroom situation during the teaching and learning process. The data during Cycle I was collected through classroom observations, interviews, and video recording.

1. Implementing the Talking Chips strategy

The Talking Chips strategy was implemented in each cycle. In Cycle I, Talking Chips strategy was implemented in the second meeting. This activity needed the students to work in small groups. The students should have discussion related to the topics given by the researcher. Each student should give contribution during the discussion. The chips used when the student wanted to ask or give their stance related to the topic of the discussion.

In the first meeting of Cycle I, the material was expression of stance. The students already learned about the way to express their stance in informal and formal situation. In the second meeting, the researcher planned to make the

students practised on how to use the expression in certain context. So that, the researcher prepared two videos to give the students input on the material they were going to learn. The first video used as the input for the students to implement the Talking Chips strategy. The second video used for individual task.

Before the researcher played the first video, the researcher asked the students to learn some vocabulary related to the videos. This would help the students to understand the content of the video. The researcher then played the video, the video was about cyber bullying. After the video ended, the researcher asked questions related to the video. It can be seen in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... After the video ended, they then discussed the message of the video. The R asked the Ss, *“Do you think that cyber bullying is a bullying?”* *“Yes”* said the Ss. The R then asked one of the Ss to deliver their opinion. *“Bullying could make the victims desperate.”* said one of the Ss. (Vignette 4, Appendix B)

The researcher then continued the activity by telling the students that they were going to have talking chips activity. The researcher first divided the students into seven groups, each group consists of three to four students. The researcher then explained the rules on how to do the activity. In the beginning the students were confuse on how to do the activity, so the researcher explained the rules again. The researcher wrote some questions related to the video to help the students did their discussion. The last person to talk needed to represent his or her group to deliver the conclusion of their discussion. During the activity the researcher walked around the classroom to check the activity in each group. However, there were some students who could not understand the activity well. It can be seen in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... “*Mbak, kalo jadi representative itu ngomongin jawaban kita sendiri atau jawaban orang lain?*”(Miss, the representative should present her own answers or someone else’s?)” asked one student. “*It could be both. Bisa jawaban kalian sendiri, bisa jawaban temen, atau bisa juga rangkuman dari diskusi kalian.*”(You may give your own answers or the conclusion of your discussion.)” answered the R. Each group had twenty minutes to discuss their stances based on the questions given. During the activity, some of the students were still confused to the rules. So R walked around the classroom to monitor the activity. Twenty minutes passed, and R asked the seven representatives from seven groups to share their conclusion from the discussion one by one. (Vignette 4, Appendix B)

After the representative of the groups shared their ideas, the researcher then moved to the next activity. The next activity was individual task. The R played the second video entitled “Death of Conversation- The Impact of Social Media on Communication”. After the video played, the students should make a simple speech to express their stance. The R gave framework to help the students prepared the speech. However, before they started to do their tasks, the researcher asked the students whether they could understand the content of the video or not. It is indicated in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... When the video was over, the R asked the Ss about what was the video about. “*Do you know what the video was about?*”, then a student answered “*Pake bahasa Indonesia aja ya mbak, yang ceweknya tadi itu lho, diajak ngomong sama cowok yang pake jas itu, terus di ajak sms-an sama cowok lain. terus ceweknya milih nanggepin yang sms.*”(I will answer it in Bahasa, the boy asked the girl to have a chat, but the girl was in the middle of texting with another boy, and she chose to keep texting.)” Then the R gave more explanation about the video. (Vignette 4, Appendix B)

Generally, the students enjoyed the activity and the implementation of Talking Chips strategy helped them to gain their confidence to speak even though they still used their paper to help them to speak and mispronounced some words. It is indicated in the interview transcripts below.

- R : *Kamu senang nggak dengan kegiatan talking chips tadi?* (Did you enjoy today's activity?)
- S : *Seneng. Kan biasanya Bahasa Inggris itu membosankan, trus kalau ada mbak itu kaya ada ide-ide kreatifnya itu yang bisa membuat nyangkut di otak gitu mbak.* (I enjoyed it. Usually learning English is boring, but you made it fun with your creativity and it made me easier to understand it.)
- R : *Oke. Kalau kegiatan tadi menambah percaya diri kamu untuk ngomong nggak? Lebih memberi kesempatan kamu untuk ngomong?* (Did the activity help you to improve your confidence in speaking and give you more opportunity to speak?)
- S : *Iya. Padahal sebelumnya itu kegiatan yang nambah vocabulary itu kurang. Jadi kaya nggak nambah-nambah, terus nggak pede kalau mau ngomong.* (yes, of course. Usually there were no activities to enrich vocabulary, so I feel like I have no enough vocabulary to speak up my ideas.)

Interview transcript 8, Appendix C

- R : *Oke. Tapi kalau pendapat kamu tentang kegiatan talking chips tadi kaya gimana?* (Okay. What do you think of Talking Chips strategy that we did before?)
- S : *Inspiratif. Maksudnya lebih banyak Bergeraknya jadi nggak diem aja. Lebih banyak aktifnya.* (It was inspiring. I mean it made us to move a lot, so it made us more active during the lesson.)
- R : *Kalau kegiatannya itu menambah percaya diri kamu untuk melatih speaking kamu nggak?* (Did the activity help you gain your confidence and your speaking skill?)
- S : *Iya. Soalnya kan pas diskusi kita harus ngomong jadi ya mau nggak mau bisa melatih speaking kita. Ya minimal lebih pede ngomong di kelompok. hehe.* (Yes of course. In this activity we needed to speak so it help us to improve our speaking ability. At least, it made me more confidence during the group discussion.)

Interview transcript 9, Appendix C

2. Vocabulary Practice

Before implementing the cycle, the researcher interviewed some students and asked them the obstacles in learning speaking. Most of the students said that vocabulary was one of their obstacles to share their ideas. It could be seen from the transcript below.

- R : *Indri, kamu senang bahasa Inggris gak?* (Indri, do you like English?)
 S : *Gak begitu.* (I don't think so.)
 R : *Kok gak begitu?* (Why?)
 S : *Susah soalnya. Gak biasa digunain.* (It is difficult. I rarely use it.)
 R : *Berarti kesulitannya dalam belajar Bahasa Inggris kenapa? Apa aja?* (So, what are your problems in learning English?)
 S : *Pertama kosa kata, yang kedua kalau kita harus menentukan pakai verb 1, verb 2 gitu.* (The first is the vocabulary, then when I have to decide whether I should use verb 1 or verb 2.)

Interview transcript 4, Appendix C

- R : *Efin, kamu senang bahasa Inggris nggak?* (Efin, do you like English?)
 S : *Agak-agak.* (So so)
 R : *Agak senang apa agak benci?* (Do you rather like it or dislike it)
 S : *Agak senang.* (I quite like it)
 R : *Agak senang... menurut kamu kesulitan dalam belajar Bahasa Inggris itu apa aja?* (In your opinion, what are your problems in learning English?)
 S : *Pada kosa katanya mbak.. kurang memadai kosa katanya mbak.* (I lack of vocabulary, so it is kind of hard for me.)

Interview transcript 5, Appendix C

Realizing that vocabulary is important in helping the students to learn speaking well, the researcher provided tasks that could help the students to enrich the vocabulary. The vocabulary practice was provided in each cycle. The vocabulary tasks were taken from the related materials. In the first meeting of Cycle I, there was a listening activity where the students needed to listen to a dialogue. Before the resercher started the listening activity, she first gave five words contained in the dialogue. The students needed to match the meanings of

the words with the meanings provided. It helped them to understand the words' meanings, so it would help them understand the content of the dialogue. In the second meeting of Cycle I, the researcher used videos as the input for the teaching and learning process. Before she started to play the video, she first gave vocabulary task for the students. The vocabularies were related to the video that would be played. This task aimed to help the students to understand the content of the video.

3. Pronunciation Practice

Pronunciation practice was the follow-up activity of vocabulary practice. After the students completed the vocabulary practice, the researcher together with the students had pronunciation practice. The researcher first pronounced the words, and then the students repeat after her. This practice aimed to help the students to pronounce the words correctly and familiarizing them with the words. In the first meeting of Cycle I, the researcher explained a material about the sound of 'th'. There are two ways on how to pronounce the sound of 'th'. They are [θ] and [ð]. The students looked excited when they learned on how to pronounce the sound of 'th'. It could be illustrated in the extract below.

Vignette, April 8th 2014

Setting: XI IA 1 Class

... Next, the R explained about the sound of 'th'. There are two sounds of 'th'; [θ] and [ð]. Then the R and the Ss practiced to pronounce words containing the sound of 'th'. The Ss found that it was funny to learn this material. They laughed a lot, but they still followed the R's instruction. During the task related to the sound of 'th', the Ss needed to differentiate words whether it pronounced [θ] or [ð]. When the R said 'this', the Ss seemed confused whether it belongs to [θ] groups or [ð] groups. Then the R repeated on how to pronounce 'this [Is]' and they finally got the answer. (Vignette 3, Appendix B)

This practice carried out by the researcher during the implementation of the research since some students mentioned before that they had difficulties in learning English since they were not familiar with the words and they thought different mother tongue also influenced them. The extract can be seen below.

R : *Kalau menurut kamu, skill Bahasa Inggris kan ada speaking, listening, reading, writing, yang paling susah apa?* (In your opinion, what is the hardest skill in learning English?)

S : *Speaking.* (Speaking.)

R : *Speaking? Ngomong? Kenapa?* (Why is it speaking?)

S : *Lidahnya beda mbak, hehehe.* (We have different mother tongue.)

Interview transcript 4, Appendix C

R : *Kalau dari skillnya menurut kamu yang paling susah apa?* (What is the hardest skill in learning English?)

S : *Apa ya..? Bicaranya....* (I think it is speaking.)

R : *Speaking berarti yaa? Oke, kalau menurut kamu yang bikin susah speaking dalam Bahasa Inggris apa sih?* (Why is it hard to learn speaking?)

S : *Apa ya... mungkin lidahnya.. hahaha... lidah orang Jawa mbak.* (I think it is due to my mother tongue. I am Javanese so it is kind of hard to speak English well.)

Interview transcript 5, Appendix C

4. Using Classroom English during the teaching and learning process

As stated previously, the researcher taught the students during the action research. The researcher implemented the classroom English in every meeting in order to make the students familiar with spoken English. The classroom English was used in some ways such as in opening the lesson, greeting the students, lead a prayer, giving instructions, giving feedback, and closing the lesson. As planned before, the researcher used Bahasa Indonesia in some difficult aspects such as explaining materials. It can be seen in the extract below.

Vignette, April 8th 2014

Setting: XI IA 1 Class

... She greeted the Ss first, asked one of the students to lead a prayer, and checked the students' attendance. "*Good morning*", greeted R. "*Good morning*" responded the Ss. "*Okay, before we start our lesson let's pray together. Please one of you lead a prayer.*" The Ss picked their chief of the class to lead a prayer. He then lead the prayer, "*Let's pray together. Start*" "*Amen*". "*Thank you*" said the R. She then continued by asking the Ss' condition and checked the attendance. "*Who's absent today?*" asked the R. "*No one*" answered the Ss. Then, the R started the lesson by giving some introduction to the materials that the Ss were going to learn. The R and the Ss discussed about social media and e-commerce since the materials related to the topic. (Vignette 3, Appendix B)

The researcher also used classroom English to check the students' condition during the lesson. It can be seen in the extract below.

Vignette, April 8th 2014

Setting: XI IA 1 Class

... After they warmed up their mood, the R wrote some words in the whiteboard. It was the Ss' first task. There are five words and five options on the task, then R asked the Ss to match the meaning from each word. The R asked on how many minutes the Ss would finish the task. "*Twenty minutes!*", shouted a student. The R thought it was too long, then she offered five minutes, but then the Ss thought it was too short, so they agreed to do the task in seven minutes. The condition of the classroom was quite conducive. The Ss did talking each other but it was still tolerable. The R walked around the classroom to check the Ss' progress on doing the task. Four minutes passed and the R checked the Ss' progress, "*Have you done?*" "*No*" "*How many minutes more?*" "*Sepuluh menit lagi* (Ten more minutes)" "*Soalnya cuma lima masa butuh sepuluh menit lagi?* (It's only five questions and you need ten minutes?) Three minutes more, okay?" "*Okay*" (Vignette 3, Appendix B)

Vignette, April 10th 2014

Setting: XI IA 1 Class

...Twenty minutes passed, "*Have you done your discussion?*" asked the R. "*Yes*" said the Ss. Then R asked the seven representatives from seven groups to share their conclusion from the discussion one by one. (Vignette 4, Appendix B)

During Cycle I, the use of classroom English was effective in improving the students' confidence to speak English. Even though not all the students could

fully understand what the researcher means, there was an improvement on two-way communication. It can be seen in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... After the video ended, they then discussed the message of the video. The R asked the Ss, *“Do you think that cyber bullying is a bullying?”* *“Yes”* said the Ss. The R then asked one of the Ss to deliver their opinion. *“Bullying could make the victims desperate.”* said one of the ss. (Vignette 4, Appendix B)

The use of classroom English also made the students more familiar with spoken English, it also helped them to be more enthusiastic during the teaching and learning process. Even though the students could not fully use English, they were still giving contribution during the discussion. In other words, the use of classroom English could make the students to be more active during the teaching and learning process. It can be seen in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... When the video was over, the R asked the Ss about what was the video about. *“Do you know what the video was about?”*, then a student answered *“Pake bahasa Indonesia aja ya mbak, yang ceweknya tadi itu lho, diajak ngomong sama cowok yang pake jas itu, terus di ajak sms-an sama cowok lain. terus ceweknya milih nanggepin yang sms.”* (I will answer it in Bahasa, the boy asked the girl to have a chat, but the girl was in the middle of texting with another boy, and she chose to keep texting.)” Then the R gave more explanation about the video. (Vignette 4, Appendix B)

5. Using Media

In the first meeting of Cycle I, the researcher planned an activity where she used audio recording as the materials input. This activity helped the students to learn how to say words like the native speakers. It was also helpful for the students to make them familiar with spoken English and trained them to

understand spoken English since they rarely heard English in their daily life. In the second meeting, the researcher prepared videos as the materials input. The use of media during the learning process brought a new excitement for the students since they never had it before. It is indicated in the extract below.

Vignette, April 10th 2014

Setting: XI IA 1 Class

... Before R played the video, she asked the Ss, *“Have you ever watched video during learning process?”* “No.” answered the Ss. *“Are you excited?”* asked R again, then the Ss answered, *“Yes!”* Then R played the video about cyber bullying. When the video was played, the situation was quite conducive and almost all of the Ss interested to watch the video. Sometimes they commented on the video while watching it. (Vignette 4, Appendix B)

The use of media during the teaching and learning process also helped the students to lessen their burden and encourage them to be more active during the teaching and learning process. The English teacher stated it during the interview after Cycle I, the transcript can be seen below.

- R : *Kalau menurut pengamatan ibu, selama proses pembelajaran tadi, apakah siswa itu termotivasi untuk mengikuti pelajaran?*(In your perspective, did the students look motivated during the teaching and learning process?)
- ET : *Iya. Karena tadi kan di bantu pake film, jadi suasananya nggak tegang dan mereka nggak takut untuk memproduksi ide.* (I think so. The video helped them to lessen their burden so they were not affraid to produce their ideas.)
- R : *Oh iya. Nah apakah itu juga mempengaruhi kepercayaan diri siswa bu?*(Is it also influence the students' self-confidence, Mam?)
- ET : *Ya anak-anak tadi saya lihat semakin percaya diri karena mereka modalnya sudah enjoy.*(Yes. I saw them being more confidence since they already enjoy the activity.)

Interview transcript 10, Appendix C

c. Reflection

After conducting the actions in Cycle I, the researcher and the collaborators conducted a discussion to make some reflections. This activity aimed to fulfil the democratic validity and the dialogic validity as mentioned in chapter III before. During the discussion, we analyzed the data from the observations and the interview guides to evaluate the action. Everyone was free to express their opinions and suggestions related to the implementation of the actions. The result of the reflection presented below.

1. Implementing the Talking Chips strategy

The Talking Chips strategy was applied during the teaching and learning process in Cycle I. Generally, this strategy helped the students to give more opportunities for the students to practise their oral production. This strategy also helped the students to involve more during the teaching and learning process since they needed to have discussion with their friends in their groups.

However, the implementation of the actions could not run as the researcher planned before. During the implementation of the Talking Chips strategy, the researcher asked the students to work in groups. The researcher decided to make the groups based on their seats to shorten the preparation time. The researcher explained to the students that the last one to use their opportunity to speak during the group discussion would be the representative of the group to deliver the conclusion of their discussion. Since the members of the groups were mostly friends they were close with, they manipulated the discussion and choose one of them to be the representative of the groups. They tend to pay more

attention on preparing the conclusion rather than enjoying the process of the discussion. As the result, the activity's goal changed from having group discussion to share their ideas to preparing the conclusion to be delivered. At least, this activity helped the students to give more opportunities to speak and helped them to be more active during the teaching and learning process.

2. Vocabulary Practice

Generally, vocabulary practice given during the Cycle I could help the students to enrich their vocabulary. The task allowed the students to understand the meanings of words in English so they could understand how to use the words in certain context. In the beginning, they did not understand the instruction well. The instruction said "*Look up the meaning of the words below.*" but almost all of the students simply translate the words into Bahasa Indonesia. So the researcher needed to re explain the meaning of the instruction and asked the students to look up the meaning in English and did not simply translate into Bahasa Indonesia.

3. Pronunciation Practice

Pronunciation practice aimed to help the students to pronounce words correctly. The researcher drilled some words many times and the students could pronounce the words correctly. From the observation, the students showed Pimprovement on their pronunciation, however there were still some students who mispronounced the words. They could pronounce correctly after the researcher, however when the researcher did not guide them, they still made mistakes on pronouncing certain words. To deal with it, the researcher corrected

the student's pronunciation after he or she finished his or her sentence. Then the researcher asked the whole class to repeat the words together.

4. Using Classroom English during the teaching and learning process

The researcher used classroom English during the teaching and learning process regularly. It was applied in some ways such as in opening the lesson, greeting the students, lead a prayer, giving instructions, giving feedback, and closing the lesson. Generally, the implementation of classroom English was quite successful in making the students familiar with spoken English and improving students' opportunities to speak English during the teaching and learning process.

However, not all of the students could fully understand what the researcher means when she used English to ask or explain certain things, so that she needed to repeat it again and if they still could not understand the meaning, the researcher then asked it in Bahasa Indonesia. In another case, some students could understand the meaning of what the researcher said, but when they asked to give an answer or explanation, they tend to say it in Bahasa Indonesia. At least, the use of classroom English during the teaching and learning process helped the students to be familiar with spoken English and also helped them to improve their confidence to speak.

5. Using Media

The use of media during the teaching and learning process brought new excitement for the students. It also helped the students to lessen their burden and encouraged them to be more active during the teaching and learning process.

Unfortunately, the LCD used to play the video was not installed in each class, so the researcher needed to borrow it from administration office. It also needed quite some preparation time, so it affected the overall time management.

II. Actions of Cycle II

a. Planning

After conducting discussion with the collaborators, it was determined that Cycle II still focused on the same problems found in Cycle I. The researcher decided to apply same activities but there were some changes implemented in Cycle II. The action plans of Cycle II can be seen below.

1. Implementing the Talking Chips strategy

There were some technical problems occurred during the teaching and learning process in Cycle I needed to be fixed. The implementation of the strategy could not run as the researcher's expectation, so that she planned to make some changes on the implementation of the strategy. The researcher decided to divide the groups randomly and the researcher choose the members of each group. By doing this action, the researcher expected that the students would pay more attention on the process of discussion rather than the product. The researcher realized that this way would make the preparation time longer, so the researcher would ask the collaborator's help in grouping the students. Another change that would be applied by the researcher was in aspect of presentation. In the previous cycle, the researcher asked the last person to speak in the group should deliver the result of the discussion. The researcher thought that it was not

effective, so she decided to ask the group to deliver their result of discussion in the form of group presentation. All the members of the group should have contribution during the presentation. This way, the researcher expected that the members of the group would not depend on one person only.

2. Vocabulary Practice

Based on the the reflection of Cycle I, the researcher found out that vocabulary practice were helpful for the students to enrich their vocabulary. So that, she planned to still apply the vocabulary practice during the teaching and learning process. However, the researcher planned to upgrade the level of difficulty during the vocabulary task. In Cycle I, there were two vocabulary tasks. The first task, there were five words and the students needed to look up the meanings of the words with its meanings. The second task, the students only needed to match the words with the meanings. The definition already prepared by the researcher. In Cycle II, the researcher would give ten words and the students needed to find the meanings by themselves.

3. Pronunciation Practice

Pronunciation was one of the problems when the students learn speaking in English. There were still students who mispronounced the words during the activity in Cycle I. Based on this reflection, the researcher decided that pronunciation practice would still be applied during the Cycle II. The researcher planned to give more drilling to the students.

4. Using Classroom English during the teaching and learning process

In Cycle II, the researcher still planned to use classroom English during the teaching and learning process. Same as the planning in Cycle I, she planned to use classroom English to greet in the beginning of the lesson, give instructions, review the materials, and close the lesson. However, in Cycle II, she would try not to translate the expression, rather if the students could not understand her intention, she would use other words or expression to make them easier to understand the meaning.

5. Using Media

In this cycle, the researcher still needed media like audio recording to give input for the students. However, in this cycle, she would not use LCD anymore since it needed some preparation time and during Cycle I, this preparation time affected the overall time management. So in Cycle II, she only would use audio recording during listening activity.

b. Actions Implementation

Cycle II consisted in two meetings. The actions were conducted on April 22nd, 24th 2014. The actions conducted after the third grade students had national examination. The actions were still focused on the implementation of Talking Chips strategy. During the cycle, the students learned about hortatory exposition. In this cycle, the English teacher could not attend the class since she had teachers' training. So that, only the collaborator accompanied the researcher during Cycle II.

1. Implementing the Talking Chips strategy

Similar to the first cycle, the researcher also implemented the Talking Chips strategy during Cycle II. The students needed to have discussion in groups of three or four. Each member of the group were given four chips, the chips used when they wanted to give the contribution during the discussion. Their contribution could be in the form of arguments, opinions, or giving commentaries on others' opinions. There were some modifications done by the researcher compared to what she did in the previous cycle. In this cycle, the researcher was the one who choose the members of each group. It was done by the researcher after she did reflection to the acts done in Cycle I, and also she managed a discussion with her collaborator related to the problem. In the first cycle, the groups made based on their seats in order to shorten the preparation time. Unfortunately, the strategy could not run as the researcher's expectation. So that she made some changes.

The Talking Chips strategy implemented in the second meeting of Cycle II on April 24th 2014. The material about hortatory exposition was already given in the first meeting on April 22nd 2014. In the second meeting, the researcher would focus more on the implementation of the Talking Chips strategy. Before she started the activity, she explained to the students that there were three topics provided. They were; a) The government starts to distribute cash to the poor to help offset the effects of higher fuel prices. However, this strategy seems not effective and even not on target. So, it is kind of a waste. b) In Indonesian schools, students need to wear uniform. In a week, students at least need four

different kinds of uniforms. Parents need to spend some money to buy the uniform. However, the students' achievements do not depend on the uniforms, so it is not necessary. c) These days, there are many TV programs such as pesbukers, YKS, etc on the TV. The programs aim to entertain the viewers, however many complaints come since the programs are categorized as uneducated programs, especially for children. So, it is better if such programs be banned to be aired.

After she explained the meaning of each topic, she then started to make the groups. She read the names of the groups' members. The students then made the group. It was quite noisy since the students needed to move chairs and tables to gather with the other members of the groups. The groups were already made, then she asked a representative from each group to come forward and choose the topic they were going to use during their discussion. Before they started their discussion, she gave ten minutes for the students to prepare their arguments to use for the discussion. Then, they continued their activity to the main activity, implementing the Talking Chips strategy. The situation could be illustrated in the extract below.

Vignette, April 24th 2014

Setting: XI IA 1 Class

... The R explained that the Ss needed to prepare at least two arguments and one recommendation for each topic. Then, the R divided the Ss into seven groups. The R picked the members of the group randomly. The classroom condition was quite noisy since the Ss needed to move chairs and made groups. So, the R asked the Ss to listen to her by saying "Everyone, please listen to me. I will give you 10 minutes to prepare your arguments and state your stances during your discussion with your group." But before the Ss prepared their arguments, the R asked a representative of the group to pick the topic and each member of the group needed to prepare at least two arguments and one

recommendation based on the topic. “Okay, now start the discussion. Do you still remember the rules?” but the Ss still busy talking, so the R said “Helloo!” “Hai!” answered the Ss. “Okay, pay attention!” then R described the rules of Talking Chips strategy. They had to have discussion in their group by implementing the talking chips activity. The R and the C walked around the room to make sure that each student understood what they needed to do. (Vignette 6, Appendix B)

When the students were having their discussion, the researcher walked around the classroom to check whether the strategy went well or not. Another change applied in the second cycle was the way to present the groups discussion. In the previous cycle, the last member of the group had to deliver the result of the discussion. She planned to use this way to stimulate the students to be brave to speak. Unfortunately, there were two groups who did not follow the rules. When they had the discussion, they choose a member of the group to deliver the presentation without doing the Talking Chips strategy. So, while other groups had discussion and doing the Talking Chips strategy, the two groups already chose the presenter and discussed on what needed to be presented. In order to avoid this kind of cheating, she then decided that the groups should deliver the conclusion from their discussion in the form of groups’ presentation. Each member of the group should give contribution to the presentation. The extract could be seen below.

Vignette, April 24th 2014

Setting: XI IA 1 Class

... During the discussion, the R walked around the groups to monitor their discussion. One of the Ss mispronounced the word “business”, then the R fixed him by saying “business [‘blz.nls]” Fifteen minutes passed, and after the Ss finished the discussion, “Have you done your discussion?” asked the R. “Yes!” said the Ss. Then, the R told the Ss what they had to do next. Each group needed to make a conclusion based on their discussion, and they needed to present it in front of the class. During the presentation, each member of the

group had to have a part on presenting their ideas. The R also gave explanation on how to present a good presentation. (Vignette 6, Appendix B)

During the presentation, she planned to give feedback for each group, however the time was limited and the students were already eager to have a break. As the result, she only gave feedback after all groups presented their result of discussion. After giving feedback, she ended the lesson. The extract could be seen below.

Vignette, April 24th 2014

Setting: XI IA 1 Class

... The R gave fifteen minutes for the groups to make a conclusion of their discussion. After fifteen minutes passed, the groups needed to present their ideas in front of the class one by one. Since the time was limited, the R could not give proper feedback for the presenting groups. At the end of the lesson, the Ss looked so eager to have a break, so the classroom was quite in a chaos. The R asked the Ss to sit down and gave feedback for all of the Ss. "Thank you for your presentations, and I appreciate that you were brave enough to present your ideas in front of the class. What do you think about today's activity?" asked the R. "Fun!", "Entertaining!" said the Ss. The R ended the class and greeted the Ss, "Okay, thank you. That's all for today and Wassalamu'alaikum Wr.Wb." (Vignette 6, Appendix B)

The students were enjoying the activity using Talking Chips strategy. This strategy also helped the students to be more confidence on speaking English. They showed improvement on being more active during the teaching and learning process. It can be shown in the extract below.

- R : *Tadi kan pelajaran Bahasa Inggris diajar mbak Tatik, menurut kamu kegiatan pembelajaran tadi gimana?*(What do you think about today's activity?)
- S : *Seru sih. Beda dari guru-guru yang lain cara ngajarnya.* (It was fun. The way you taught us was different from other teachers.)
- R : *Haha... bisa aja. Kalau kegiatan talking chips tadi menambah kemampuan speaking kamu nggak?* (Haha.... How about the talking chips activity? Did it hep you to improve your speaking skill?)

- S : *Iya sih. Soalnya kan di kelompok saya juga ada teman yang pinter Bahasa Inggris jadi ya cukup membantu.* (I think so. Since there was a smart student in my group, so it helped us enough.)
- R : *Kalau kegiatan hari ini ada kekurangannya nggak?* (Were there any lack related to today's activity?)
- S : *Nggak sih kayaknya mbak. Udah cukup.* (I think it was already good enough.)
- R : *Kegiatannya jadi menambah kamu lebih aktif dan percaya diri buat ngomong dalam Bahasa Inggris?* (Did it help you to be more active and confident to speak in English?)
- S : *Iya, soalnya kan aslinya saya senang Bahasa Inggris trus kegiatannya juga tambah bikin senang Bahasa Inggris.* (Yes. I already like English, and the activity made me more interested in English)

Interview transcript 12, Appendix C

Another advantage felt by the student after implementing the Talking Chips strategy was it helped the students to enrich their vocabulary since they had to have discussion that force them to speak. It could be inferred from the extract below.

- R : *Kamu tadi kan udah belajar Bahasa Inggris sama mbak Tatik, menurut kamu kegiatan hari ini kaya gimana?* (You have learnt English with me today, what do you think about today's activity?)
- S : *Seru sih mbak. Ya awalnya sih rada bingung, tapi lama-lama juga paham sih.* (It was fun. It was quite confusing in the beginning, but as the time went by, I could understand it.)
- R : *Enjoy nggak dengan kegiatannya?* (Did you enjoy the activity?)
- S : *Enjoy sih mbak.* (Yes, I did.)
- R : *Kalau kegiatan talking chips yang kita lakukan tadi, menurut kamu meningkatkan speaking kamu nggak?* (How about the talking chips activity, do you think it helped you to improve your speaking skill?)
- S : *Iya mbak, soalnya kan kita dilatih untuk berdiskusi dalam Bahasa Inggris jadi bisa bikin vocabularynya nambah.* (I guess so since we were trained to have discussion in English so it helped me enrich my vocabulary.)

Interview transcript 13, Appendix C

2. Vocabulary Practice

In Cycle II, the vocabulary practice given in the first meeting. The vocabulary practice given after the students finished their listening activity. The students needed to look up the meanings of ten words. The words were taken from the answers of the listening activity. The students were allowed to use any kind of tools to look up the meanings, such as dictionary, internet, or their hand phones. The vocabulary task in this cycle was used as the bridge to pronunciation practice. After the students looked up the meaning of the words, they needed to know on how to pronounce the words, so the next activity was pronunciation practice. Another benefit from this practice was, it could enrich the students' vocabulary.

3. Pronunciation Practice

Pronunciation practice allowed the students to have more opportunities to make them fluent on pronouncing words. The pronunciation practice in this cycle was done after the students finished their vocabulary practice. Previously, they already practised their spelling during the listening activity. The students needed to spell the answers and the researcher would write the spelling on the whiteboard. In pronunciation practice, she would say the words, and the students needed to repeat after her. The students were enthusiastic to do the task, it could be seen in the extract below.

Vignette, April 22nd 2014

Setting: XI IA 1 Class

... The Ss were enthusiastic to shout the answer, and then the R asked the Ss to spell the answers by saying, "How do you spell it?" So the Ss gave the answers by shouting the answer and then spell the words. At first, there were some Ss who were confused on how to differentiate "a" and "e". For example

when they had to spell the word “employment”, they spelled it as “a-m-p-l-o-i-m-e-n-t”. They still pronounced the “e” in English same as spelled “e” in Bahasa Indonesia, but then they realized that. They also mispronounced “i” with “e”. “Okay, this is the correct spelling e-m-p-l-o-y-m-e-n-t. Great. Well, number 2, who wants to answer it?” “Manage!” shouted the Ss. They then discussed the rest of the answers and the Ss looked enthusiastic to shout the answers. The R then asked the Ss to look up the meanings of the words and then they practiced to pronounce the words. After they discussed on how to pronounce the words, the R asked the Ss to pronounce the words one by one and followed by the whole class. When they were practicing to pronounce the word “expansive [Ik’spænt.sIv]” they were quite confuse on how to differentiate it with “expensive [Ik’spent.sIv]”, so the R gave the Ss example on how to pronounce them. (Vignette 5, Appendix B)

The pronunciation practice was not only done in the form of task. When the students had the discussion, the researcher also gave feedback on the students’ pronunciation. For example, when she heard a student mispronounced a word, she then gave feedback by correcting the way to pronounce the word. It could be seen in the extract below.

Vignette, April 24th 2014

Setting: XI IA 1 Class

... During the discussion, the R walked around the groups to monitor their discussion. One of the Ss mispronounced the word “business”, then the R fixed him by saying “business [‘bIz.nIs]” (Vignette 6, Appendix B)

4. Using Classroom English during the teaching and learning process

The use of classroom English influenced the students on improving speaking skills and their confidence to speak up. It also made the students familiar with spoken English. When the researcher greeted the students before the lesson started, the students already familiar with the expressions used by the researcher. However, when one of the students led a prayer, he made a little

mistake, so she corrected it and told the class the correct form to lead a prayer. It could be seen in the extract below.

Vignette, April 22nd 2014

Setting: XI IA 1 Class

... The class started at 07.15 a.m. The R and the C went in to the class. The C sat in the back of the room. The R started the lesson by greeting the students. “Good morning” greeted the R, “Good morning.” said the Ss. “How are you today?” “I’m fine thank you, and you?” responded the Ss. “I’m fine too, thank you. Before we start our lesson, let’s pray together. Please one of you led a prayer.” One of the Ss then led a prayer, “Let’s pray shall we together. Start.” Then the R told the students that it would be better to lead a prayer by saying “Let’s pray together. Shall we.” Then, the R asked more about the Ss’ condition and what they did during Kartini’s day. (Vignette 5, Appendix B)

She also used classroom English to check the students’ progress. It could be illustrated in the extract below.

Vignette, April 22nd 2014

Setting: XI IA 1 Class

The R prepared two topics to be chosen by the Ss and explained the instruction on how to make the dialogue. The R walked around the class to check the Ss’ works. The R asked a S, “What topic do you choose?” “Topic number two, ads should be banned from TV programs.” “Okay, continue your work. Everyone, ten minutes to prepare your dialogue.” But suddenly, a S shouted “*Mbak, di suruh ngapain sih mbak?* (What should we do, Miss?)” The R then answered “*Lhoh, tadi nggak jelas mbak Tatik ngomong apa?* (Don’t you understand what I was talking about?)” Then another S shouted, “*Itu lho, kita di suruh bikin dialog, milih topiknya salah satu.* (We need to make a dialogue based on a certain topic.)” Then they continued their works. (Vignette 5, Appendix B)

The researcher also used classroom English when giving feedback for the students after they did their work. The use of classroom English showed that it could help the students to be familiar with spoken English and could understand short explanation and expression, even though they could not express their opinions in full English. At least, the use of classroom English was helpful

enough to improve two-way communication between the researcher as the teacher and the students. It is indicated in the extract below.

Vignette, April 24th 2014

Setting: XI IA 1 Class

... The R gave fifteen minutes for the groups to make a conclusion of their discussion. After fifteen minutes passed, the groups needed to present their ideas in front of the class one by one. Since the time was limited, the R could not give proper feedback for the presenting groups. At the end of the lesson, the Ss looked so eager to have a break, so the classroom was quite in a chaos. The R asked the Ss to sit down and gave feedback for all of the Ss. "Thank you for your presentations, and I appreciate that you were brave enough to present your ideas in front of the class. What do you think about today's activity?" asked the R. "Fun!", "Entertaining!" said the Ss. The R ended the class and greeted the Ss, "Okay, thank you. That's all for today and Wassalamu'alaikum Wr.Wb." (Vignette 6, Appendix B)

5. Using Media

During Cycle II, the researcher only used audio recording as the media. In the previous cycle, she used video to give input for the students. However, it took some preparation time that affected the overall time management. In the Cycle II, she still applied listening activity before the students had the speaking activity. The audio recording was the media used as the input during the listening activity. She provided a monologue, then the students needed to listen to the monologue, then filled in the blanks on the transcript. This activity helped the students to be familiar with spoken English. It also gave them opportunity to listen on how native speakers spoke, that would help them to fix their pronunciation.

c. Reflection

1. Implementing the Talking Chips strategy

The Talking Chips strategy was successful in improving the students' confidence in speaking English. This strategy allowed the students to work in groups. They needed to have discussion during the group work. In the discussion, they could give comments, share ideas, or even asked their friends' opinion. Each student also should have contribution during the discussion. So implicitly they were forced to speak during the discussion. This strategy helped the students to have more opportunity in practice speaking and gave them time to share their ideas with their friends.

In Cycle I, there were some technical problems related to the implementation of this strategy. Then the researcher made some modification on implementing this strategy. Before, the groups made based on the students' seats, but then in Cycle II, she grouped the students so there would be no actions against the rules of the strategy. The modification went well and the implementation of the strategy could run as her expectation.

After the students had their group discussion, they needed to deliver the conclusion of their discussion in the form of group presentation. This activity allowed the students to learn on how to combine all the ideas into a conclusion. This way, the students also learned on how to respect others and worked together to achieve a goal. During the implementation of Talking Chips strategy, the students enjoyed the activity and enthusiastic to do the activity. The students

had to actively participate during the teaching and learning process, so the students did not feel bored.

2. Vocabulary Practice

The vocabulary practice given during the actions of the research helped the students to enrich their vocabulary. They could understand the meaning of the words since they did not simply translate the words into Bahasa Indonesia, rather they needed to look up the meanings. This way, helped the students to understand on what kind of context they could use the words.

3. Pronunciation Practice

Pronunciation practice gave the students opportunities to learn on how to pronounce words correctly. Before, the students often mispronounced words, even though it was familiar words such as “child” and “children”. They also did not know how to pronounce the word “business [bIz.nIs]” correctly. But then after they had pronunciation practice, the students could reduce their lack on pronunciation. The students did have improvement on pronouncing words, but they still needed a lot of practices to completely pronounce words well.

4. Using Classroom English during the teaching and learning process

The use of classroom English was effective on encouraging the students to be more active using English. The students’ involvement during the teaching and learning process also increased since the use of classroom English made them familiar with spoken English. During the teaching and learning process, there were an increase on two-way communication between the researcher as the teacher and the students. When the researcher asked some questions or gave

instructions in English, the students showed their involvement by responding the questions or the instructions. Even though they could not use full English, but at least they could understand her intention. Beside, the use of classroom English also helped the students to give more opportunities to practise their spoken English.

5. Using Media

The use of media brought a new excitement for the students during the teaching and learning process. They rarely had teaching and learning activities that supported by the use of media. During the Cycle II, the researcher used audio recording as the input for their listening activity. The students needed to listen to a monologue then filled in the blanks on the transcript. They worked really hard to fulfil the task. This listening activity gave the students more input before they conducted the speaking activities. The use of audio recording also gave more opportunities to the students to learn on how to pronounce words well by listening the way the native speaker spoke. This gave more exposure for the students to help them improved their speaking ability.

Table 4.6. The Change Results of the Actions

No.	Actions	Cycle I	Cycle II
1	Implementing the Talking Chips strategy	<ul style="list-style-type: none"> The implementation of the Talking Chips strategy gave the students more opportunities to practise their speaking. However, the strategy could not run as the researcher's expectation since some students did not follow the rules of the strategy. 	<ul style="list-style-type: none"> The implementation of the Talking Chips strategy ran smoothly. The discussion ran well, even though there were some students who did not prepare the material well.

(continued)

(continued)

		<ul style="list-style-type: none"> Some students still confused on what they needed to do. <p>The researcher faced difficulties in managing times since many of the students asked more times to prepare their presentation.</p>	<ul style="list-style-type: none"> The researcher still faced difficulty in managing time since the students asked more time in preparing their presentation, so the researcher could not give proper feedback.
2	Vocabulary Practice	Vocabulary practice helped the students to enrich their vocabulary, however many of them could not understand the instruction of the task well. The researcher asked the students to look up the meanings of the words, but mostly the students only translated into Bahasa Indonesia.	The students could understand the instruction, so they could do the task well. It also successfully enriched their vocabulary.
3	Pronunciation Practice	Many of the students mispronounced some words.	The students' pronunciation became better, even though they still needed a lot more practice to be perfect.
4	Using classroom English during the teaching and learning process.	<ul style="list-style-type: none"> The researcher gave much translation after explaining something in English. Some students could understand the researcher's intention, however they rarely gave response in English. 	<ul style="list-style-type: none"> The researcher gave less translation and the students already familiar with the expressions so they could give response.
5	Using Media	The media used successfully brought a new excitement for the students and made the students more active during the teaching and learning process.	The media successfully gave more exposure for the students to learn speaking.

C. Discussion

The implementation of the action of this research was over. The research was focused on improving the students' speaking ability by implementing Talking Chips strategy. This strategy was implemented in both Cycle I and Cycle II. The findings of the research show that Talking Chips strategy was successful in improving the students' speaking ability.

First, the Talking Chips strategy is proved to be efficient to improve the students' speaking skills. The improvement of the students' speaking skills could be seen from the result of the post-test conducted by the researcher on May 8th 2014. The mean of each aspect indicated that the students made improvement on their speaking skills. Below are the tables of the result from pre-test and the post test.

Table 4.7. The Students' Pre-test Mean Scores

Aspects	Mean Scores
Pronunciation	2, 46
Fluency	2, 80
Grammar	2, 52
Vocabulary	2, 30
Interaction	2, 65

Table 4.8. The Students' Post-test Mean Scores

Aspects	Mean Scores
Pronunciation	2, 96
Fluency	2, 94
Grammar	2, 59
Vocabulary	2, 92
Interaction	2, 87

From the tables, we could see that the students made improvement on all aspects. The students showed a good improvement in those aspects since they got more opportunities to practise speaking in English through the implementation of the Talking Chips strategy. Before the students applied the strategy, they had vocabulary practice and pronunciation practise, so that they got more knowledge and had opportunities to practise the new knowledge they have got before. However there were two aspects that did not show a big improvement, they are the grammar aspect and the interaction aspect. The English teacher needs to put more attention on those two aspects and also gave more opportunities for the students to practice those aspects.

Second, the Talking Chips strategy is proved to be effective in giving the students more opportunity to practise speaking. Previously, there were some students who were shy to speak in English. However there were also some students who dominated the time to speak during the teaching and learning process. In addition, the activity done in teaching and learning process rarely gave the opportunities for the students to practise their speaking. Joliffe (2007: 3) states that there are two key elements that should be consisted in cooperative learning; positive interdependence and individual accountability. Positive interdependence means each student requires to contribute to the learning of the group during group discussion. Meanwhile, the individual accountability means each member of the group is accountable for completing his or her part of the work. The implementation of the strategy forced the shy students to share their ideas and gave contribution during the discussion. At the same time, this strategy

limits the more active students to dominate the speaking opportunities. By applying this strategy, each student could have the same opportunity to practise their speaking skill.

Third, the Talking Chips strategy is proved to be effective in gaining the students' confidence in sharing their ideas. Before the implementation of the cycles, the students rarely were willing to share their ideas in English. They said that they were shy to speak in English. They also afraid mispronounced words and made grammatical mistakes. This strategy required each student to have contribution during their group discussion. They needed to share their ideas, or gave comments on their friend's opinion. This way helped the students to practise their speaking and slowly it helped them to reduce their anxiety.

Fourth, the implementation of the Talking Chips strategy provides positive effects to the students' speaking skill. The students showed a good improvement in their speaking. Thornburry (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The steps in the Talking Chips strategy helped the students to express their mind and ideas during the group discussion. During the discussion, each student should give contribution on the discussion and they also needed to listen to others' opinions. This strategy also allowed the students to learn on how to respect others and how to maximize their opportunities since each student needed to have contribution during the discussion.

The last, there were some factors that should be considered by the teacher to minimize the problem during the implementation of the strategy. Time

management is one of the factors need to be considered. The teacher should be able to manage the time well so that the students could have enough time to practise their speaking. Another factor is the way to groups the students. The teacher should consider the students' ability to make the groups. It would be better if in a group consist of more active students and less active students. Implementing this strategy would help the students to learn on how to respect others and how to maximize their opportunities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this research is to improve the students' speaking skills through the use of Talking Chips strategy. The researcher used action research as the method in this research. As stated in the discussion in the previous chapter, it can be concluded that the use of Talking Chips strategy is proved to be effective in improving the students' speaking skills. The researcher gained two kinds of data in this research to formulate the result. The first one was qualitative data, and the second one was quantitative data. The qualitative data is summarized as follows.

The actions in Cycle I were implementing Talking Chips strategy; vocabulary practice; pronunciation practice; using classroom English during the teaching and learning process; and using media to support the teaching and learning activity. From Cycle I, it was found that Talking Chips strategy could improve the students' involvement and motivation during the teaching and learning process. The use of media successfully brought a new excitement for the students, so that they could involve more during the teaching and learning process. Meanwhile, the students got more opportunities to practice their speaking during the implementation of the Talking Chips strategy and other accompanies actions. However, the implementation of this strategy in Cycle I

could not run smoothly. Many students were confused on how to implement the strategy, and some groups did not do the strategy like the researcher expected.

From Cycle II, the actions done in this cycle were still the same as the previous cycle. However, the researcher put more attention on the implementation of Talking Chips strategy as the key activity since the implementation of the strategy could not run smoothly in the previous cycle. The researcher explained again about the rules on how to implement the Talking Chips strategy and she changed the rule to select the members of the groups. She also checked the progress of their discussion continuously. The actions applied in Cycle II could improve the students' speaking skills.

According to the result of the tests, the students made a better improvement in all aspects. The most improvement made by the students was in vocabulary and pronunciation aspect. The interaction aspect also showed a good improvement. However, the fluency and the grammar aspects did not show a big improvement. It does not mean that the students could not master the aspects, but rather they need more practice.

B. Implications

The research findings showed that the students' speaking skills had improved. It was related to the actions given in the classroom. The implications of the actions are described as follows.

1. The implementation of Talking Chips strategy was effective to improve the students' speaking skill. This strategy needed the students to have discussions

within groups. Thus, it gave more opportunities for the students to practice their speaking skill. It also helped the students' confidence in speaking English gradually. This implies that the English teacher could use this strategy to vary the teaching and learning process.

2. The implementation of vocabulary practice in the teaching and learning process allowed the students to obtain more vocabulary. This implies that the English teacher needs to give more vocabulary practice, so that they could enrich their vocabulary.
3. The implementation of pronunciation practice was effective to help the students fix their pronunciation. The students' pronunciation became better, even though they still needed a lot more practice to be perfect. This implies that pronunciation practice should also be included during the teaching and learning process by the English teacher to make the students be able to speak accurately.
4. The use of classroom English during the teaching and learning process was effective to give exposure on spoken English for the students. They managed to obtain more vocabulary and they learned on how to say some expressions in daily life. This implies that the English teacher should use English more during the teaching and learning process in order to familiarize the students with spoken English.
5. The use of media during the teaching and learning process was effective to bring a new excitement during the teaching and learning process. It also made the students engaged more during the teaching and learning process. This

implies that the English teacher needs to vary the classroom activities by using media to support the activities. However, the time management for preparation should also be taken in to consideration.

C. Suggestions

After conducting the research, the researcher gives several recommendations for the students, English teacher, and other researchers. They are presented as below.

1. Students of Senior High School

The English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during the class. They also need to be serious and build more confidence to learn English, especially speaking. They need to keep practicing if they want to master the speaking skill.

2. English Teacher

It is essential for the English teacher to apply various kind of strategy in teaching and learning English, especially speaking. As stated in the previous chapter, the students rarely had chances to practice their speaking outside the class, so the teacher needs to maximize the opportunity during the lesson to practice their speaking skill. The teacher should also be able to create an atmosphere where it is comfortable and challenging for the students to maintain

their motivation on learning. There are so many activities that could be applied in the class, Talking Chips strategy is one of the example. Talking Chips strategy allowed the students to practice more on speaking since they need to have discussions within groups.

3. Other Researchers

For other researchers who are interested in conducting research in the same field, the researcher proposes some suggestions as follow.

Before implementing the Talking Chips strategy, it would be better if the other researchers explore the students' knowledge related to the topic and give more background knowledge. It would also be better if the other researchers conduct more vocabulary and pronunciation practice. Those practices would help them during the group discussion.

Talking Chips strategy requires the students to work in groups. It would be better to mix the students with higher capability level with the lower ones. Not only learn on how to conduct a good discussion, Talking Chips strategy would help them to respect each other's opinion. The lower capability students would also have opportunities to share their ideas, so they have equal opportunity. It would help them to gain their confidence.

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APPENDICES

APPENDIX A:

FIELD NOTES

FIELD NOTES

Field Note 1

Date : Saturday, February 22nd 2014
 Time : 02. 30 p.m.
 Activity : Asking research's permission
 Place : Lobby of SMAN 1 Pengasih
 Respondent : R : Researcher
 ET : English Teacher (Dra. Risbatin Kiyah)

The R arrived at the school at 02. 15 p.m. and waited the ET in the lobby. The R and the ET had already made appointment to meet in the lobby via SMS before. The R waited for awhile, then the ET came. The ET still remembered that the R had done the KKN-PPL in that school. The R then continued the conversation about the research that would be conducted. She asked the students' problems in English lesson, especially in speaking. The R and the ET had already talked about the students' problems during the lesson when the R done the PPL before. Both of them agreed that speaking is the students' problem that they need to give more attention. The R asked the permission to conduct the research in class XI IPA 1 since the R found the problem int that class. The ET gave the permission, then they discussed the students' problems and the strategy that is going to be applied for about 20 minutes. The ET gave R freedom to teach any material that suit the strategy. Later, the ET asked R to ask the headmasters' permission. The R agreed to ask headmaster's permission soon. She thanked ET and asked permission to go home.

Field Note 2

Date : Saturday, March 8th 2014
 Time : 10. 50 a.m.
 Activity : Asking research's permission
 Place : Principal's office
 Respondent : R : Researcher
 P: Principal (Drs. Ambar Gunawan)

The R arrived at the school at 10.20 a.m. and asked security guard's permission to meet the P. He told the R to directly meet the P at the P's office. Unfortunately the P still had a class. The R told the security guard that the P was not in the office, then the security guard asked the R to wait in the lobby. Around 10. 45 a.m. the security guard told the R that the P had already in his office. The R met the P and talked about the research that would be conducted. The P kindly responded the R's proposal and gave the permission. He then asked the R to discuss the research with the English Teacher. The R told that she already had informal discussion with the English Teacher before she met the P. He gave the permission and freed the R to conduct the research. Later, the P asked the R to

provide the permit letter from the R's faculty and distribute the permit letter to some departments that is connected in order to conduct the research. She agreed and promised to provide it. She thank the P for the permission and asked permission to go home.

Field Note 3

Date : Friday, March 14th 2014
 Time : 10.15 a.m.
 Activity : Deciding the Research Setting
 Place : The Teachers' Office
 Respondent : R : Researcher
 ET : English Teacher (Dra. Risbatin Kiyah)

The R arrived at the school at 10.10 a.m. and asked the security guard's permission to see ET. The security guard asked the R to directly meet her in the teachers' office. The R met the ET in the teachers' office. The ET kindly welcomed the R. The R then continued the conversation about the time she would conduct the research. The ET told the R that the students would have mid semester exam next week, from March 17th to March 22nd. Then the ET suggested R to conduct the research after the mid semester exam. The R agreed, then she asked permission to have pre-test on March 27th 2014 and the cycle would begin from April 2nd 2014. Both ET and R agreed to conduct the research in that time. She thanked the ET and ask permission to go home.

APPENDIX B:

VIGNETTES

VIGNETTES

Vignette 1

Date : Tuesday, July 30th 2013
 Time : 07.30 a.m. – 08.40 a.m.
 Activity : Observation
 Place : XI IPA 1 class
 Respondent : R : Researcher
 ET : English Teacher
 Ss : Students

The ET entered the classroom alongside the R. The ET greeted the Ss. “Assalamu’alaikum wr.wb.” “Wa’alaikumsalam wr.rb.” answered the Ss. “Good morning, how are you today?” “I’m fine, thank you . And you?” said the Ss. “I’m fine too, thank you. *Hari ini ibu ditemani oleh mbak KKN di sini. Sudah tahu namanya?* (Today, I am accompanied by someone. She is doing her community service. Do you know her name?)” “*Belum (No)*” said the Ss. Then, the ET asked the R to introduce herself. “*Nah, besok-besok, mbak Tatik ini akan membantu ibu untuk mengajar kalian, tapi untuk hari ini, mbak Tatik mau melakukan observasi dulu bagaimana mengajar di kelas. Siap ya semua?* (Later on, she will help me to teach you, but for today, she is doing her observation. Are you ready?)” “*Ya!* (Yes!)” The ET then asked the R to sit in the back of the classroom.

ET started the lesson by asking the students the previous materials, “*Kemarin kita sudah membahas materi apa?* (What have we learnt yesterday?)” “*Narrative bu (Narrative)*” shouted a student. “*Contohnya narrative apa saja? ada yang tahu?* (What are the examples of narrative text? Anybody?)” “*Malin Kundang*” shouted a student. “*Apa lagi?* (What else?)” “*Cinderella*” “*Ada lagi?* (What else?)” But the Ss remained silent. “*Kalau social function dari narrative text apa?* (What is the social function of narrative text?)” No one answered. “*Tujuan dari narrative text apa?* (What is the purpose of narrative text?)” “*Menghibur!* (To entertain the readers!)” shouted a student, but most of the students were hesitant to express their ideas. Then the ET continued the lesson by explaining the generic structure of Narrative text. The ET wrote the generic structure of Narrative text on the white board, then the Ss wrote them down on their note book. The ET explained the generic structure using Bahasa Indonesia. Some Ss looked uninterested and chatted with their friends.

After the ET gave explanation about the generic structure, she then gave an example of Narrative text. The text entitled “The Thirsty Crow”. The text taken from the student’ worksheet (LKS). “*Coba sekarang lihat LKS yang halaman 8. Itu ada contoh teks narative. Judulnya apa?* (Now, look at your worksheet page 8. There is an example of narrative text there. What is the title?)” asked the ET. “The Thirsty Crow” answered some Ss. However, some Ss looked confused on how to say the title. The ET then explained the generic structure of the text. Some Ss did not interest to listen the explanation and looked demotivated. “*Nah sekarang, sudah paham dengan susunan teks narative?* (Have you understood the generic

structure of narrative text?)” “*Sudah* (Yes, we have.)” “*Ada yang mau ditanyakan?* (Is there any question?)” No one answered. As no one asked questions, the ET moved to the next activity. The ET asked the Ss to translate the text into Bahasa Indonesia. She asked the Ss to read aloud a sentence one by one, then they needed to translate the sentence into Bahasa Indonesia. Some Ss still had difficulties on pronouncing words, for example when they pronounced “flew [flu:]”, they still pronounced the word as the way it written [flew]. Another student pronounce “also [‘ɔ:l.səʊ]” as [also]. They alsomade errors on pronouncing other words.

The next activity was astory telling. The ET asked the Ss to retell a story in front of the class. “*Sekarang, kalian pilih salah satu dari 4 cerita ini, ada Cinderella, Malin Kundang, Tangkuban Perahu, dan Beauty and the Beast. Nanti, kalian harus menceritakan kembali cerita yang kalian pilih di depan kelas. ya?* (Now, you choose one of these stories; Cinderella, Malin Kundang, Tangkuban Perahu, and Beauty and the Beast. Later, you have to retell the story in front of the class.)” Some Ss said that it was too hard for them, and others also nagged a lot, but the ET said that they still had to do that. The Ss had 15 minutes to prepare the story, then they needed to tell the class about the story.

Fifteen minutes passed, the ET asked a volunteer to tell the story in front of the class. No one were willing to do. The ET then asked a student to tell the story. During his performance, he still had many fillers and mispronounced words. Unfortunately, before he finished his story telling, the bell rang. Then the ET asked him to finish it. After he finished his story, the ET wrapped up the lesson and said that they would continue their performances next meeting.

Vignette 2

Date	: Thursday, March 27 th 2014
Time	: 08.45 a.m.
Activity	: Pre-Test
Place	: XI IPA 1 class
Respondent	: R : Researcher
	ET : English Teacher
	C : Collaborator (Galih Ambarini)
	Ss : Students

The class started at 08.45 a.m. At first, the ET planned to accompany the R to conduct the pre-test activity, unfortunately the ET could not come to school since one of her neighbor died. So that, only R and C went to the class. The Ss welcomed the R and C enthusiastically, the Ss seemed still remember the R. The R greeted the Ss, then introduced C as her collaborator. The R explained to Ss that she would teach the Ss to conduct a research, and asked the Ss to cooperate with R. The Ss agreed.

Then, R checked the students’ attendance. No one was absent. The R told the Ss that that day, the ET could not come to the class and the activity for that day would be pre-test as one of the step to conduct the research. At first the Ss seemed burden and afraid when they heard the word test. Then, R comforted them

by saying that the activity's goal is to find out the real ability of the students in speaking. So that they only needed to show their speaking ability. One of the students then shouted "*Ah rapopo, nek cen ora iso yo piye meneh.*" (*It is okay even if I could not do well.*). The other students seemed less burden after they heard her. The R explained that the Ss needed to express their thought about social media. The R would give some questions to help them organize what would they say during the pre-test (monologue). The Ss seemed at ease since the topic was close to them and they were familiar with it. The R gave 20 minutes to the students to prepare.

20 minutes passed, the R asked the volunteer to share their thought first, however no one raise their hands. Then, R decided to called them one by one to share their thoughts related to the topic. Some of the students said that they were not ready, "*Bentar mbak, tak ngapalin dulu.*" said one student when she was asked to present her thought. The R then said, "*It's okay, sebisa kamu aja.*" Then the R asked her to share her thought. Most of the students spoke hesitantly and seemed afraid in making mistake. The R asked the Ss not to read their notes, but some of them did it. After all the students present their thoughts, the R ended the pre-test. There still 15 minutes left before the class ended, the R told the Ss that the ET gave them a task to do since she could not come to the class. The R told the Ss that the ET asked them to translate a text in the LKS (students' worksheet). She then said thank you and good bye.

Vignette 3

Date	: Tuesday, April 8 th 2014
Time	: 07.00 a.m.
Activity	: Meeting 1 (Cycle 1)
Place	: XI IPA 1 class
Respondent	: R : Researcher
	ET : English Teacher
	C : Collaborator
	Ss : Students

The class started at 07.00 a.m. R together with C went to the class. Unfortunately the ET could not attend the class since she had another business, so it was only the R and the C that went to the class. The class was quite conducive, however there were some students who still not came in to the class yet. The R waited the Ss while preparing the equipments for the activities will be done in the class. The C helped the R. When the Ss already inside the classroom, the R asked the C to sit at the back of the room and R started the lesson. She greeted the Ss first, asked one of the students to lead a prayer, and checked the students' attendance. "Good morning", greeted R. "Good morning" responded the Ss. "Okay, before we start our lesson let's pray together. Please one of you lead a prayer." The Ss picked their chief of the class to lead a prayer. He then lead the prayer, "Let's pray together. Start". "Amen". "Thank you" said the R. She then

continued by asking the Ss' condition and checked the attendance. "Who's absent today?" asked the R. "No one" answered the Ss. Then, the R started the lesson by giving some introduction to the materials that the Ss were going to learn. The R and the Ss discussed about social media and e-commerce since the materials related to that topic.

After they warmed up their mood, the R wrote some words in the whiteboard. It was the Ss' first task. There are five words and five options on the task, then R asked the Ss to match the meaning from each word. The R asked on how many minutes the Ss would finish the task. "Twenty minutes!", shouted a student. The R thought it was too long, then she offered five minutes, but then the Ss thought it was too short, so they agreed to do the task in seven minutes. The condition of the classroom was quite conducive. The Ss did talking each other but it was still tolerable. The R walked around the classroom to check the Ss' progress on doing the task. Four minutes passed and the R checked the Ss' progress, "Have you done?" "No" "How many minutes more?" "Sepuluh menit lagi" "Soalnya Cuma lima masa butuh sepuluh menit lagi? Three minutes more, okay?" "Okay."

Seven minutes passed, the the R and the Ss discussed the answers. The R asked the Ss to read the answer one by one. "How do you pronounce the word?" asked the R to the Ss. Then, they practiced on how to pronounce the five words written on the whiteboard. Some of the students made fun on how to pronounce the words, but it did not distract the activity. After the finished the discussion, the R asked, "Who got all the answers correct?". The Ss put their hands up and there are ten students who got all the correct answers. Then, they practiced to pronounce the words again.

The next activity was listening. The R distributed the work sheets for the students. The R then gave explanation on how to do the task. The R asked on how many times she should play the audio. The students shouted "Ten!", "Five!", "*Tiga kali dua!*". Then R decided to play the audio to play three times. Once to warm up their ears, then the second and the third used to answers the questions. The R checked the audio of the listening record to make sure that all of the students in the classroom could hear the recording well. After they finished on preparing the audio, the R started to play the audio. In the end of the first try, the R asked the Ss whether they could understand the recording well or not, then the Ss answered that they could not get the content of the recording well. They negotiated again on how many the R should play the recording. One of the students said, "*Suaranya itu sama e mbak.*" Then R decided to pause the recording after each speaker spoke.

After the listening activity done, the R asked the students on how many numbers the Ss got. In the average, the Ss could fill three to four numbers. The R then decided the answers with the Ss. When the R discussed the answer for number 1, one of the Ss asked the R, "*Mbak, kalau jawabannya I don't have a customers gimana?*" (The answer should be 'I don't have enough customers'). The R said, "*Kalo I don't have a customer berarti dia nggak punya pelanggan sama sekali?*" The student then replied, "*Tapi kan ada s-nya mbak*". The R then explained about singular and plural noun. Then they discussed the next answers.

After they finished on discussing the answers on the listening activity, they moved to discuss the next material. It was about expression of stance. The R explained on what is expression of stance and the types of expression of stance. There are two types of expression of stance; the formal one and the one used in informal situations. The R done on explaining the expression of stance, then she distributed the next worksheet for the Ss. In this task, the Ss need to fill conversations using the suitable expression of stance. Then the R asked some of the Ss to read out their answers.

Next, the R explained about the sound of 'th'. There are two sounds of 'th'; [θ] and [ð]. Then the R and the Ss practiced to pronounce words containing the sound of 'th'. The Ss found that it was funny to learn this material. They laughed a lot, but they still followed the R's instruction. During the task related to the sound of 'th', the Ss needed to differentiate words whether it pronounced [θ] or [ð]. When the R said 'this', the Ss seemed confused whether it belongs to [θ] groups or [ð] groups. Then the R repeated on how to pronounce 'this [ðɪz]' and they finally got the answer.

The final activity for that day was practice on making dialogue containing the expression of stance. The R gave some options about the topic, and the Ss need to make their own dialogue in pairs. Their conversation should contain the expression of stance. The R gave 10 minutes for the Ss to prepare their dialogue. After 10 minutes passed, the R asked the Ss to practise their dialogues. However, most of them still used their paper while doing the dialogue. They also still mispronounced the words.

Before the R ended the class, the R discussed again on what they have learnt that day. The R asked whether they could understand the lesson well or not, "Have you understood about the materials we learned before?" The students looked confused and say "Apa itu mbak?" Then the R said "Jelas nggak dengan pelajaran hari ini?" "Ooh.. ya lumayan jelas mbak." said most of the Ss. Then R closed the lesson and greeted the Ss.

Vignette 4

Date	: Thursday, April 10 th 2014
Time	: 08.45 a.m.
Activity	: Meeting 2 (Cycle 1)
Place	: XI IPA 1 class
Respondent	: R : Researcher
	ET : English Teacher
	C : Collaborator
	Ss : Students

The class started at 08.45 a.m. The R and the C went in to the class. Before the R started the lesson, she prepared the equipments to do the activities first. There would be a movie played during the lesson, so she needed to prepare the

LCD first. The C and some students helped her to prepare it. Then, she started the lesson by greeting the students and checked the students' attendance. The R discussed the previous materials with the students about expression of stance. Then she continued by giving some questions to introduce the topic they would learnt in the lesson. The topic was about cyber-bullying, but first she asked the students what was the importance of internet for the students.

After they discussed about the use of internet, the R then continued the activity. The activity started by giving some words related to the video they were going to watch. The R asked the secretary of the class to write the words in the whiteboard while the R prepared the video. There are eight words and the Ss need to match the word with its meaning. She gave five minutes for the students to do the task. Five minutes passed and the R asked the students whether they have done or not. Suddenly, one of the students shouted, "I am finished." Then the R asked, "Do you know what it means?" He said that he knew it, but then the R explained to other students, "*Pay attention ya, 'I am finished' itu artinya saya mati.*" "*Kalau saya sudah selesai gimana mbak?*" asked another student. "*Kalau saya sudah selesai, kalian bisa bilang 'I have finished' ya.*" Then they started to discuss the answers and practice on pronouncing the words.

The next activity was watching a video. The R explained that she would play the video once, after they watched the video, the R gave five minutes for the students to discuss the message of the video with their pairs. Then, they needed to deliver their opinion about the message of the video. Before R played the video, she asked the Ss, "Have you ever watched video during learning process?" "No." answered the Ss. "Are you excited?" asked R again, then the Ss answered, "Yes!" Then R played the video about cyber bullying. When the video was played, the situation was quite conducive and almost all of the Ss interested to watch the video. Sometimes they commented on the video while watching it. After the video ended, they then discussed the message of the video. The R asked the Ss, "Do you think that cyber bullying is a bullying?" "Yes" said the Ss. The R then asked one of the Ss to deliver their opinion. "Bullying could make the victims desperate." said one of the Ss.

Then they move to the next activity where they would implement the talking chips activity. The R explained the rules of talking chips activity, and then R asked the Ss to make groups consist of three to four students. "Now, we are going to do talking chips activity, so I want you to make groups. Each group consists of four students. Since there are 27 of you, one group consists of three people. Okay?" asked the R. "Okay" answered the Ss. "Start makes your group now." Then R and some Ss distributed the chips to each student. They needed to have discussion in their groups based on the framework that the R gave. The last person to talk needed to represent his or her group to deliver the conclusion of their discussion. However, some students could not understand on how to be the representative of the group. "*Mbak, kalo jadi representative itu ngomongin jawaban kita sendiri atau jawaban orang lain?*" asked one student. "*It could be both. Bisa jawaban kalian sendiri, bisa jawaban temen, atau bisa juga rangkuman dari diskusi kalian.*" answered the R. Each group had twenty minutes to discuss their stances based on the questions given. During the activity, some of the

students were still confused to the rules. So R walked around the classroom to monitor the activity. Twenty minutes passed, “Have you done your discussion?” asked the R. “Yes” said the Ss. Then R asked the seven representatives from seven groups to share their conclusion from the discussion one by one.

After the representatives shared the result of their group discussion, the R then moved to the next activity. The R still provided a video. However, in this time, the students needed to work individually. The students needed to share their stances based on the questions given by the R related to the video. When the video played, the Ss looked enthusiastic to watch the video. They sometimes made some noise as their reaction to the video. When the video was over, the R asked the Ss about what was the video about. “Do you know what the video was about?”, then a student answered “*Pake bahasa Indonesia aja ya mbak, yang ceweknya tadi itu lho, diajak ngomong sama cowok yang pake jas itu, terus di ajak sms-an sama cowok lain. terus ceweknya milih nangepin yang sms.*” Then the R gave more explanation about the video.

After they discussed the content of the video, the R asked the Ss to make simple speech related to the video content. The R gave fifteen minutes for each student to prepare their simple speech. In their speech, they needed to insert expression of stance. At first, the R asked volunteers to deliver their speech, and there were seven volunteers to do their speech. After they discussed their stance related to the topic, the R wrapped up their lesson on that day. The R greeted the Ss and ended the lesson.

Vignette 5

Date	: Tuesday, April 22 nd 2014
Time	: 07.15 a.m.
Activity	: Meeting 1 (Cycle 2)
Place	: XI IPA 1 class
Respondent	: R : Researcher
	ET : English Teacher
	C : Collaborator
	Ss : Students

The class started at 07.15 a.m. The R and the C went in to the class. The C sat in the back of the room. The R started the lesson by greeting the students. “Good morning” greeted the R, “Good morning.” said the Ss. “How are you today?” “I’m fine thank you, and you?” responded the Ss. “I’m fine too, thank you. Before we start our lesson, let’s pray together. Please one of you lead a prayer.” One of the Ss then led a prayer, “Let’s pray shall we together. Start.” Then the R told the students that it would be better to lead a prayer by saying “Let’s pray together. Shall we.” Then, the R asked more about the Ss’ condition and what they did during Kartini’s day.

The R then gave background knowledge for the students about the topic they were going to learn before they started the lesson. The R first asked the students about online job before she went to the materials. The topic that day was

about online job, and it would be better if they students knew what online job was before they started the tasks. “*Ada yang pernah bekerja nggak?*” asked the R. “*Pernah*” some students said. “*Bekerja apa? Kerja sama orang tua?*” the R made a joke, and the Ss laughed. “*Kan kalian udah familiar banget kan sama internet, kalian pernah denger tentang online job belum?*” “*Pernah!*” shouted some Ss. “*Apa itu?*” asked the R. “*Pekerjaan yang di lakukan di dunia maya.*” said one shouted. “*Contohnya apa?*” “*Online shopping!*” said a S. The R asked “*Are you interested to try it?*” asked the R. “*No*” said the Ss. “*Online job bukan cuma jual dagangan atau online shop lho yaa.. kalian pernah denger content writer nggak?*” “*Pernah!*” said a S, but the rest of he class remained quiet. “*Okay, selain Mahendra ada yang tau nggak?*” “*Enggak.*” said the Ss. “*Mahendra, coba jelasin apa itu content writer?*” “*Content writer itu yang nulis-nulis artikel itu kan mbak?*” “*Yes. Thank you, Mahendra.*” However, the Ss looked not motivated, so that the R tried to ask what was wrong with them. The Ss said that that day’s schedule was so tiring. Then the R talked about other things before they started their real lesson,

The first step in the lesson was listening. The R asked some Ss to help her to distribute the task while she was preparing the audio for the listening task. Even though they looked not motivated that day, the Ss still gave attention on the lesson. The R also discussed the questions first before they started the activity. They also discussed on how many the R should play the recording. “*Sepuluh kali!*” shouted a student, “*Lima kali!*” shouted another student. So the R decided that she would play the recording for three times only. After the first and the second try, the Ss felt that it was quite hard to understand. Then R decided to read the monologue by herself. Then they discussed the answers.

The Ss were enthusiastic to shout the answer, and then the R asked the Ss to spell the answers by saying, “*How do you spell it?*” So the Ss gave the answers by shouting the answer and then spell the words. At first, there were some Ss who were confused on how to differentiate “a” and “e”. For example when they had to spell the word “employment”, they spelled it as “a-m-p-l-o-i-m-e-n-t”. They still pronounced the “e” in English same as spelled “e” in Bahasa Indonesia, but then they realized that. They also mispronounced “i” with “e”. “*Okay, this is the correct spelling e-m-p-l-o-y-m-e-n-t. Great. Well, number 2, who wants to answer it?*” “*Manage!*” shouted the Ss. They then discussed the rest of the answers and the Ss looked enthusiastic to shout the answers. The R then asked the Ss to look up the meanings of the words and then they practiced to pronounce the words. After they discussed on how to pronounce the words, the R asked the Ss to pronounce the words one by one and followed by the whole class. When they were practicing to pronounce the word “expansive [Ik’spænt.sIv]” they were quite confuse on how to differentiate it with “expensive [Ik’spent.sIv]”, so the R gave the Ss example on how to pronounce them.

After they finished the practice, the R then asked the Ss to look at the listening script. The R asked the Ss whether they knew what text it was or not. Some of them said it was procedure text, and another said it was report text. It seemed that the Ss had never known that the text was hortatory exposition. So that, the R continued the lesson by explaining what hortatory exposition is. While

describing the language features of hortatory exposition, the R also asked the Ss whether they knew linking words and modals or not, then one of the Ss shouted “Have to, much, will.”. Then the R gave a small handout about types of modals. After they discussed the hortatory exposition, the R asked the Ss to identify the parts of the listening script (online job text). They needed to identify the text based on the explanation of the hortatory exposition. The next activity, the Ss needed to work in pairs to make a dialogue based on the topic given. In the dialogues, they needed to give supporting arguments on their stances. In short, they practiced to make a simple dialogue in the form of hortatory exposition texts. The Ss nagged that they did not want to do the task, however since the topic was related to speaking, they had to do it.

The R prepared two topics to be chosen by the Ss and explained the instruction on how to make the dialogue. The R walked around the class to check the Ss’ works. The R asked a S, “What topic do you choose?” “Topic number two, ads should be banned from TV programs.” “Okay, continue your work. Everyone, ten minutes to prepare your dialogue.” But suddenly, a S *shouted* “*Mbak, di suruh ngapain sih mbak?*” The R then answered “*Lhoh, tadi nggak jelas mbak Tatik ngomong apa?*” Then another S shouted, “*Itu lho, kita di suruh bikin dialog, milih topiknya salah satu.*” Then they continued their works. When the time was up, the R asked some volunteers to act their dialogues out. Before the R ended the lesson, the R discussed what the Ss needed to prepare for their next meeting. The R then ended the lesson by greeting the Ss.

Vignette 6

Date	: Thursday, April 24 th 2014
Time	: 08.45 a.m.
Activity	: Meeting 2 (Cycle 2)
Place	: XI IPA 1 class
Respondent	: R : Researcher
	ET : English Teacher
	C : Collaborator
	Ss : Students

The class started at 08.45 a.m. R together with C went to the class. “Assalamu’alaikum Wr.Wb.” the R greeted the Ss. “Wa’alaikumsalam Wr.Wb.” answered the Ss. “Good morning, how are you today?” “I’m fine, thank you,” The R then reviewed the previous materials. The R also asked the Ss whether they had done their homeworks or not, and most of them said they did not finish it yet. They said that there were many homeworks from other subjects too. So, the R gave a time for the Ss to prepare the materials to have discussion. The R first explained about the topics first.

The R explained that the Ss needed to prepare at least two arguments and one recommendation for each topic. Then, the R divided the Ss into seven groups. The R picked the members of the group randomly. The classroom condition was

quite noisy since the Ss needed to move chairs and made groups. So, the R asked the Ss to listen to her by saying “Everyone, please listen to me. I will give you 10 minutes to prepare your arguments and state your stances during your discussion with your group.” But before the Ss prepared their arguments, the R asked a representative of the group to pick the topic and each member of the group needed to prepare at least two arguments and one recommendation based on the topic. “Okay, now start the discussion. Do you still remember the rules?” but the Ss still busy talking, so the R said “Helloo!” “Hai!” answered the Ss. “Okay, pay attention!” then R described the rules of talking chips strategy. They had to have discussion in their group by implementing the talking chips activity. The R and the C walked around the room to make sure that each student understood what they needed to do.

During the discussion, the R walked around the groups to monitor their discussion. One of the Ss mispronounced the word “business”, then the R fixed him by saying “business [‘bIz.nIs]” Fifteen minutes passed, and after the Ss finished the discussion, “Have you done your discussion?” asked the R. “Yes!” said the Ss. Then, the R told the Ss what they had to do next. Each group needed to make a conclusion based on their discussion, and they needed to present it in front of the class. During the presentation, each member of the group had to have a part on presenting their ideas. The R also gave explanation on how to present a good presentation.

The R gave fifteen minutes for the groups to make a conclusion of their discussion. After fifteen minutes passed, the groups needed to present their ideas in front of the class one by one. Since the time was limited, the R could not give proper feedback for the presenting groups. At the end of the lesson, the Ss looked so eager to have a break, so the classroom was quite in a chaos. The R asked the Ss to sit down and gave feedback for all of the Ss. “Thank you for your presentations, and I appreciate that you were brave enough to present your ideas in front of the class. What do you think about today’s activity?” asked the R. “Fun!”, “Entertaining!” said the Ss. The R ended the class and greeted the Ss, “Okay, thank you. That’s all for today and Wassalamu’alaikum Wr.Wb.”

APPENDIX C:
INTERVIEW
TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1

Date : March 27th 2014

R : Researcher

ET : English Teacher

R : Selamat siang bu..

ET : Ya, selamat siang juga mbak..

R : Maaf ya bu mengganggu, ini saya mau bertanya tentang aktivitas, lebih tepatnya aktivitas dalam mengajar bahasa inggris untuk kelas ipa 1 yang menjadi suyek research saya. ada beberapa pertanyaan yang akan saya ajukan untuk ibu. apa ibu ada waktu?

ET : Ya, tentu mbak, silahkan..

R : Saya mulai nggih bu nggih.. Yang pertama itu, kira-kira masalah apa yang muncul selama pembelajaran Bahasa Inggris?

ET : Ini pembelajaran umum ya mbak, bisa reading, speaking, writing.. kalo pas reading itu ya anak-anak kesulitannya pada kosa kata, ga tau artinya, kalau pas speaking ada juga anak yang minder, ada yang malu, jadi faktor-faktor yang menempel pada anak itu muncul atau ee anak-anak terebut memang.. apa kurang ekspresif gitu ya mbak kalau yang speaking.. kalau yang writing itu kosa kata maupun grammar.

R : Kalau lebih spesifik ke speaking ya bu ya, yang speaking ability, kira-kira ee kesulitan anak –anak itu lebih seperti apa?

ET : Ya itu mbak kalau yang speaking sudah saya katakan tadi tu minder, trus mungkin kurang ekspresif, impresif atau apa itu.. (*R: Ekspresif ya bu?*) kurang ekspresif trus itu kesulitannya, jadi kadang kita perlu memotivasi anak-anak yang malu itu.

R : Kalau itu tadi kan ada yang malu ada yang kurang motivasi dan sebagainya kira-kira menurut ibu kegiatan yang eee apa ya.. sesuai gitu lho bu untuk anak-anak itu seperti apa? apa kegiatan individu apa kelompok?

ET : Kalau untuk memotivasi anak yang malu itu ya di pasangkan dengan temannya yang ga pemalu jadi nanti kan ada motivasi dari teman sebaya itu, kemudian eee mungkin dari materi dibuat semenarik mungkin .. mungkin bisa dibantu dengan gambar, atau kita memberi eee guide ya.. guide khususnya eee vocabulary-vocabulary tertentu yang mengacu pada topik speaking itu.. jadi anak akan tambah semangat gitu..

R : Ya, ini kan berkaitan dengan skripsi saya yang judulnya itu pake talking chips strategy to improve speaking ability. Ibu pernah mendengar talking chips strategy sebelumnya belum bu?

ET : Ooo belum e mbak, tapi kalau ee... dulu mungkin jaman dulu saya kuliah mungkin namanya itu bukan talking chips tapi mungkin dengan alat bantu apa ya mbak? gambar atau..

R : Kalau ini lebih saya ke chips itu saya ganti pakai kancing bu.... Jadi itu modelnya kaya group discussion tapi nanti mereka bergiliran ee.. ngomong

speaking itu gilirannya itu mereka pakai chipsnya itu untuk menandai urutan mereka itu bu.... Kalau menurut ibu kegiatan seperti itu apakah bisa kira-kira meningkatkan kemampuan speaking anak-anak?

ET : Ya tentu bisa mbak, karena kalau grup diskusi yang misalnya group pertama sudah ngomong kalau group kedua ga ngomong kan malu.. jadi kalau sudah teman group lain sudah ngomong kan termotivasi untuk tampil juga.. jadi pada diri siswa itu akan muncul identitas masing-masing itu..

R : Oo.. jadi InsyaAllah bisa ya bu ya

ET : Ya InsyaAllah bisa...

R : Nggih sekian mawon bu pertanyaan dari saya. terima kasih untuk waktunya, maaf lho bu sudah mengganggu..

ET : Ya ga papa mbak, semoga sukses nantinya..

R : Aamiin, terima kasih bu..

Interview 2

Date : March 27th 2014

R : Researcher

S : Student (Desi)

R : Hallo, Desi..

S : Hallo, mbak..

R : Kamu suka Bahasa Inggris ga?

S : Tergantung sih.. tergantung gurunya.. hehehe

R : Maksudnya?

S : Ya kalau gurunya asik sih aku nisa nerima pelajaran gitu lho mbak, tapi kalau gurunya yo marakke menyebalkan ngono kae males ikut pelajaran.

R : Kalau menurut kamu kesulitan dalam belajar Bahasa Inggris apa sih?

S : Berbicara, menulis.

R : Berbicara? Kenapa kamu itu susah untuk belajar berbicara?

S : Gak tau bahasa Inggrisnya, terus nyusunnya kata itu kan bolak balik gitu lho..

R : Oo.. nyusun kata ya berarti?

S : Iya.

R : Kalau kamu seneng gak kalau misalnya bekerja sama di grup gitu? Maksudnya, kerja kelompok.

S : Yaa itu juga tergantung sama anggotanya juga mbak. Kalau anggotanya itu sama-sama aktif aku juga seneng, tapi kalau anggotanya itu pada males, maksudnya pada ga mau bekerja sama jadinya aku juga males, ga semangat gitu lho mbak.

R : Oo, jadi kudu sama-sama yaa... Oke, kalau menurutmu kamu kegiatan pembelajaran Bahasa Inggris yang bisa membantu kamu belajar Bahasa Inggris apa? Khususnya dalam berbicara..

S : Gimana ya.. ya banyak berlatih juga seperti tadi lho.

R : Maksudnya latihan yang banyak gitu ya? Lebih ke practice gitu ya?

S : Iya.
 R : Oke, thank you yaa.
 S : Iya, sama-sama.

Interview 3

Date : March 27th 2014

R : Researcher

S : Student (Annisa)

R : Hallo, nama kamu siapa?
 S : Annisa Luthfiana Munawaroh.
 R : Panggilannya?
 S : Annisa..
 R : Annisa, oke.. kamu suka Bahasa Inggris ga Nisa?
 S : Lumayan sih.
 R : Lumayan? Kok bisa lumayan?
 S : Eee... setengah setengah mbak..
 R : Kalau menurut kamu, ee.. ada ga yang bikin susah belajar Bahasa Inggris?
 S : Ada.
 R : Apa?
 S : Kosa kata.
 R : Kosa kata? Terus kalau.. kan Bahasa Inggris itu ada speaking, listening, reading, ada writing, menurut kamu skill yang paling susah apa?
 S : Listening, speaking.
 R : Oke, kenapa susah buat belajar listening sama speaking?
 S : Eee.. kan jarang ngomong kaya gitu to mbak terus jadinya susah itu lho..
 R : Oo.. susah buat ngomong bahasa Inggris ya soalnya ga familiar.. hooh, oke. Kalau kegiatannya itu kaya kelompokan gitu kamu seneng ga?
 S : Enggak.
 R : Kenapa?
 S : Kan beda pendapat terus malah jadi kaya debat gitu .
 R : Oo.. kamu ga suka debatnya?
 S : Iya.
 R : Kamu sukanya gimana?
 S : Sendiri-sendiri aja gitu.
 R : Sukanya sendiri sendiri. Oke, jadi kalau Bahasa Inggris lebih seneng sendiri-sendiri ya? Oke, makasih yaa..
 S : Iya.

Interview 4

Date : March 27th 2014

- R : Researcher
S : Student (Indri)
- R : Hallo, lagi makan ya? bisa minta waktunya sebentar?
S : Iya.
R : Nama kamaui siapa?
S : Nikke Indri Diahtuti.
R : Panggilannya siapa?
S : Indri.
R : Indri, kamu seneng bahasa Inggris gak?
S : Gak begitu.
R : Kok gak begitu?
S : Susah soalnya. Gak biasa digunain.
R : Berarti kesulitannya dalam belajar Bahasa Inggris kenapa? Apa aja?
S : Pertama kosa kata, yang kedua kalau kita harus menentukan pakai verb 1, verb 2 gitu.
R : Kalau menurut kamu, skill Bahasa Inggris kan ada speaking, listening, reading, writing, yang paling susah apa?
S : Speaking.
R : Speaking? Ngomong? Kenapa?
S : Lidahnya beda mbak, hehehe.
R : Yang bikin susah ngomong itu gara-gara lidahnya beda? Oke, kalau belajar kelompokkan itu seneng gak? Misal kalau kegiatannya itu dalam group gitu.
S : Suka.
R : Kenapa?
S : Soalnya kalau misalnya saya salah nanti ada yang benerin, ada yang bisa diajak tuker pikiran gitu mbak.
R : Kalau menurut kamu, kegiatan dalam pembelajaran Bahasa Inggris yang bisa bantu kamu meningkatkan kemampuan berbicara kamu apa aja contohnya menurut kamu?
S : Eee, apa ya? Selesai pelajaran itu nanti di akhir itu kita harus cari beberapa kosa kata yang tadi dipelajari, terus nanti diartikan atau dihafalkan. Jadi kalau masuk pelajaran itu kita udah hapal berapa kosa kata terus nanti lama-lama bisa.
R : Oke, thankyou yaa..
S : Iya.

Interview 5

Date : March 27th 2014

- R : Researcher
S : Student (Efin)

- R : Hallo Efin..
S : Hallo mbak.

- R : Efin, kamu seneng bahasa Inggris nggak?
 S : Agak-agak.
 R : Agak seneng apa agak benci?
 S : Agak seneng.
 R : Agak seneng... menurut kamu kesulitan dalam belajar Bahasa Inggris itu apa aja?
 S : Pada kosa katanya mbak.. kurang memadai kosa katanya mbak.
 R : Dari empat skills dalam Bahasa Inggris, listening, speaking, reading, sama writing, yang paling susah apa?
 S : Paling susah itu.. speaking.
 R : Speaking? Menurut kamu kenapa kok speaking paling susah?
 S : Karena harus menghafal itu lho mbak.. menghafal kata-katanya itu.. kalau menggabungkan katanya itu bingung.
 R : Oo.. bingung menggabungkan kata-katanya.... Kalau kamu seneng nggak bekerja sama dalam grup?
 S : Agak.
 R : Agak seneng atau agak apa?
 S : Agak seneng.
 R : Agak seneng... Oke, kalau menurut kamu, kegiatan pembelajaran yang bisa meningkatkan kemampuan berbicara kamu itu apa?
 S : Ya dengan cara membaca setiap hari...
 R : Udah gitu aja?
 S : Iya.
 R : Oke, makasih ya fin....

Interview 6

Date : March 27th 2014

R : Researcher

S : Student (Afifah)

- R : Halo dek, nama kamu siapa?
 S : Afifah.
 R : Dek Afifah maaf ganggu yaa, mau tanya, kamu seneng Bahasa Inggris nggak?
 S : Lumayan....
 R : Lumayan? Lumayan apa?
 S : Lumayan seneng sih....
 R : Kalau menurut kamu, kesulitan dalam kegiatan belajar mengajar itu apa aja?
 S : Kesulitannya dalam Bahasa Inggris... mungkin kalau aku sendiri misalnya vocab-nya, verb-verbnya, kosa katanya yang belum banyak jadi nggak tahu...
 R : Kalau dari skillnya menurut kamu yang paling susah apa?
 S : Apa ya..? Bicaranya....

- R : Speaking berarti yaa? Oke, kalau menurut kamu yang bikin susah speaking dalam Bahasa Inggris apa sih?
- S : Apa ya... mungkin lidahnya.. hahaha... lidah orang Jawa mbak.
- R : Oke, lidah orang Jawa ya... kalau menurut kamu kegiatan di kelas kayak kerja berkelompok gitu kamu seneng nggak?
- S : Seneng sih...
- R : Kalau menurut kamu, kegiatan yang bisa membantu kamu meningkatkan kemampuan berbicara kamu apa?
- S : Kegiatan... mungkin nonton film... kan dari nonton film gitu kan bisa mbak.
- R : Oke... ya udah, makasih yaa....

Interview 7

Date : Thursday, April 10th 2014

R : Researcher

S : Student (Eva)

- R : Hallo Eva, minta waktu buat interview bentar yaa...
- S : Iya mbak.
- R : Oke, tadi kan udah belajar Bahasa Inggris sama mbak Tatik, menurut kamu kegiatan pembelajarannya tadi kayak gimana?
- S : Eeemm.. menyenangkan.
- R : Terus?
- S : Menambah vocabulary, kan tadi ada tugas yang suruh nyari arti kata dulu. Jadi ya bisa nambah vocabulary.
- R : Oke, kamu seneng nggak dengan kegiatan tadi?
- S : Seneng.
- R : Menurut kamu kegiatan Talking Chips tadi bisa meningkatkan kemampuan speaking kamu nggak?
- S : Menurut saya bisa, soalnya kita dikasih kesempatan untuk berlatih berbicara.
- R : Oke. Kalau menurut kamu, kekurangan dari kegiatan tadi apa? Ada masukan mungkin?
- S : Nggak ada mbak...
- R : O ya udah, yang penting kamu seneng ya sama kegiatan hari ini? Jelas nggak?
- S : Iya mbak, jelas...
- R : Ya udah, makasih yaa...
- S : Iya.

Interview 8

Date : Thursday, April 10th 2014

R : Researcher

S : Student (Diana)

R : Halo Diana, sorry ya ganggu, mbak Tatik mau tanya-tanya bisa nggak?

S : Bisa mbak.

R : Gini, tadi kan udah belajar sama mbak Tatik, menurut kamu kegiatan pembelajaran hari ini gimana?

S : Menyenangkan, mengasyikkan, nggak membosankan. Ya intinya gitu mbak.

R : Kamu seneng nggak dengan kegiatan talking chips tadi?

S : Seneng. Kan biasanya Bahasa Inggris itu membosankan, trus kalau ada mbak itu kaya ada ide-ide kreatifnya itu yang bisa membuat nyangkut di otak gitu mbak.

R : Oke. Kalau kegiatan tadi menambah percaya diri kamu untuk ngomong nggak? Lebih memberi kesempatan kamu untuk ngomong?

S : Iya. Padahal sebelumnya itu kegiatan yang nambah vocabulary itu kurang. Jadi kaya nggak nambah-nambah, terus nggak pede kalau mau ngomong.

R : Kalo dari kegiatan yang kita praktikkan tadi ada kekurangannya nggak? Dari penjelasannya atau dari pelaksanaannya mungkin?

S : Nggak. Menurut saya sudah cukup mbak.

R : Oh ya sudah. Makasi buat waktunya yaa.

S : Iya mbak.

Interview 9

Date : Thursday, April 10th 2014

R : Researcher

S : Student (Ari)

R : Hai Ari. Gimana kabarnya? Mbak bisa minta waktunya bentar nggak?

S : Baik mbak. Silahkan.

R : Oke. Tadi kan udah belajar Bahasa Inggris sama mbak Tatik, menurut kamu kegiatan pembelajaran hari ini kaya gimana?

S : Menyenangkan.

R : Kamu seneng nggak dengan kegiatan tadi? Jujur lho....

S : Seneng ya nggak, nggak ya nggak. Yaa biasa aja.

R : Oke. Tapi kalau pendapat kamu tentang kegiatan talking chips tadi kaya gimana?

S : Inspiratif. Maksudnya lebih banyak Bergeraknya jadi nggak diem aja. Lebih banyak aktifnya.

R : Kalau kegiatannya itu menambah percaya diri kamu untuk melatih speaking kamu nggak?

S : Iya. Soalnya kan pas diskusi kita harus ngomong jadi ya mau nggak mau bisa melatih speaking kita. Ya minimal lebih pede ngomong di kelompok. hehe

- R : Kalau kekurangan dari pelaksanaan kegiatan tadi apa aja?
 S : Kekurangannya? Nggak ada sih.
 R : Nggak ada? Kalau pas dikasih instruksi tadi paham berarti ya?
 S : Iya, paham.
 R : Ya udah, makasih ya Ari... sorry ganggu.
 S : Iya mbak, nggak papa.

Interview 10

Date : Thursday, April 10th 2014

R : Researcher

ET : English Teacher (Dra. Risbatin Kiyah)

- R : Selamat siang, Bu. Maaf mengganggu. Apakah saya bisa meminta waktu ibu sebentar?
 ET : Siang, mbak. Iya bisa.
 R : Begini bu, saya mau wawancara lagi dengan ibu.
 ET : O ya, silahkan.
 R : Begini bu, tadi kan ibu sudah masuk ke kelas dan melihat proses pembelajaran yang saya ampu di kelas, menurut ibu pelaksanaan talking chips strategy yang sudah kita bahas kemarin itu seperti apa bu?
 ET : Ya. Untuk siswa, tadi saya lihat siswanya semua aktif dan saya rasa tadi guru (the R) sudah cukup berhasil sebagai motivator. Jadi suasana di kelas bisa hidup.
 R : Kalau dari interaksi antara guru (the R) dan muridnya bagaimana bu?
 ET : Ya saya rasa sudah cukup untuk membangun interaksi yang komunikatif tadi di kelas.
 R : Berarti kegiatan di kelas tadi interkasinya bagus ya bu? Alhamdulillah... Kalau kegiatannya bu?
 ET : Mungkin cuma kegiatan sebelum monolog itu yang mungkin perlu diperhatikan. Sebelum monolog di kelas, sebaiknya bekerja berpasangan dulu sama temannya. Tanya 'what do you think of?' gitu trus temennya jawab.
 R : Oh, sebenarnya kegiatan yang seperti itu sudah dilakukan di pertemuan sebelumnya bu. Jadi kan kegiatannya ini ada dialog sama monolog, nah yang dialog itu sudah dilakukan kemarin bu, jadi hari ini fokus penerapan talking chips sama monolog.
 ET : Oh sudah... Oh ya.
 R : Kalau menurut pengamatan ibu, selama proses pembelajaran tadi, apakah siswa itu termotivasi untuk mengikuti pelajaran?
 ET : Iya. Karena tadi kan di bantu pake film, jadi suasananya nggak tegang dan mereka nggak takut untuk memproduksi ide.
 R : Oh iya. Nah apakah itu juga mempengaruhi kepercayaan diri siswa bu?
 ET : Ya anak-anak tadi saya lihat semakin percaya diri karena mereka modalnya sudah enjoy.

- R : Nah, kalau masukan dari ibu untuk penerapan di cycle selanjutnya apa saja bu?
- ET : Untuk implementasi berikutnya mungkin itu, topik yang disediakan lebih debatable. Jadi topik-topik yang ada pro dan kontranya jadi biar anak-anak bisa memberi alasan yang masuk akal.
- R : Jadi biar ada kaya debat gitu ya bu?
- ET : Iya, mbak.
- R : Oh ya saya usahakan bu. Sekian saja bu wawancara untuk hari ini. Terima kasih atas waktunya dan selamat menjalankan aktivitas selanjutnya.
- ET : Iya mbak, sama-sama.

Interview 11

Date : Thursday, April 24th 2014

R : Researcher

S : Student (Wahyu Nilam)

R : Hai Wahyu.

S : Hai, mbak.

R : How are you?

S : I'm fine, thanks. And you?

R : I'm fine too, thank you. Gini, tadi kan udah belajar sama mbak Tatik. Menurut kamu, kegiatan hari ini kaya gimana?

S : Seru mbak. Beda dari guru yang lain.

R : Wedehh... Kamu enjoy nggak dengan kegiatannya tadi?

S : Iya mbak, menikmati.

R : Kalau kegiatan talking chips tadi, menurut kamu membantu kamu untuk meningkatkan kemampuan speaking kamu nggak?

S : Iya. Kan kita harus saling berpendapat, jadi bisa meningkatkan speaking.

R : Kamu jadi lebih percaya diri nggak?

S : Iya mbak.

R : Oke, kalau dari penerapan kegiatan talking chips tadi ada kekurangannya nggak? Misalnya mbak Tatik kurang jelas nerangin caranya, atau yang lain mungkin?

S : Enggak sih mbak. Udah pas menurutku.

R : Udah pas ya? Oke. Sekarang kamu lebih termotivasi untuk lebih aktif dalam pelajaran Bahasa Inggris nggak?

S : Iya.

R : Ya udah, makasih ya Wahyu.

S : Iya mbak, sama-sama.

Interview 12

Date : Thursday, April 24th 2014

- R : Researcher
S : Student (Dita)
- R : Hai Dita.
S : Hallo mbak.
R : Mbak Tatik mau ngobrol bentar bisa?
S : Iya mbak, bisa.
R : Tadi kan pelajaran Bahasa Inggris diajar mbak Tatik, menurut kamu kegiatan pembelajaran tadi gimana?
S : Seru sih. Beda dari guru-guru yang lain cara ngajarnya.
R : Haha... bisa aja. Kalau kegiatan talking chips tadi menambah kemampuan speaking kamu nggak?
S : Iya sih. Soalnya kan di kelompok saya juga ada temen yang pinter Bahasa Inggris jadi ya cukup membantu.
R : Kalau kegiatan hari ini ada kekurangannya nggak?
S : Nggak sih kayaknya mbak. Udah cukup.
R : Kegiatannya jadi menambah kamu lebih aktif dan percaya diri buat ngomong dalam Bahasa Inggris.
S : Iya, soalnya kan aslinya saya seneng Bahasa Inggris trus kegiatannya juga tambah bikin seneng Bahasa Inggris.
R : Oh asyukur deh kalo gitu. Jadi lebih termotivasi untuk belajar lagi?
S : Iya mbak, InsyaAllah. hehe
R : Ya udah dit, makasih yaa.
S : Iya mbak, sama-sama

Interview 13

Date : Thursday, April 24th 2014

R : Researcher

S : Student (Fahmi)

- R : Hallo Fahmi, bisa minta waktunya sebentar? Mbak Tatik mau tanya-tanya bentar.
S : Iya mbak, silahkan.
R : Kamu tadi kan udah belajar Bahasa Inggris sama mbak Tatik, menurut kamu kegiatan hari ini kaya gimana?
S : Seru sih mbak. Ya awalnya sih rada bingung, tapi lama-lama juga paham sih.
R : Enjoy nggak dengan kegiatannya?
S : Enjoy sih mbak.
R : Kalau kegiatan talking chips yang kita lakukan tadi, menurut kamu meningkatkan speaking kamu nggak?
S : Iya mbak, soalnya kan kita dilatih untuk berdiskusi dalam Bahasa Inggris jadi bisa bikin vocabularynya nambah.

- R : Kalau kegiatannya gimana? Ada kekurangan dari penerapan kegiatan tadi nggak?
- S : Nggak sih sebenarnya. Tapi kadang kalau kegiatan kelompok itu nggak semuanya seneng, jadi ya agak gimana gitu.
- R : Kalau kamu dapet kelompok yang gimana?
- S : Ya yang setara lah mbak.
- R : Oke. Setelah kamu belajar sama mbak tatik terus pake kegiatan talking chips strategy juga, kamu jadi lebih termotivasi untuk belajar Bahasa Inggris nggak?
- S : Iya mbak. Hehe.
- R : Haha. Ya udah makasih ya Fahmi.
- S : Iya mbak.

Interview 14

Date : Thursday, April 24th 2014

R : Researcher

ET : English Teacher (Dra. Risbatin Kiyah)

C : Collaborator (Galih Ambarini)

- R : Galih, since the ET could not attend the meetings in cycle II, so I will give you some questions related to the teaching and learning process from your point of view.
- C : Okay, I will try my best.
- R : Well you know that I applied the talking chips strategy today. What is your opinion related to the implementation?
- C : I guess it is better than the previous meeting. You only divided the groups based on their seats before, and today you divided them randomly. I think it helped them to really feel the process rather than the product. Also you changed the presentation part, I think it was a good idea to have all of them be the representative.
- R : It's a relief then. So how about the activities? what i your opinion about it?
- C : What do you mean? The strategy?
- R : Yeah, the strategy. What do you think? Is it a good way to help them improve their speaking?
- C : Well, in my opinion there are many factors that affect the improvement of their speaking. However, I think this strategy did give more opportunities for the students to practise their speaking and it is possible to help them improve their speaking skill.
- R : I do agree with you. Well, how about the interaction between me as the teacher and the students during the teaching and learning process?
- C : I think it was already quite good. From what I saw, at least the students did not afraid to ask you questions or give their opinions. So I think indicated that you could build the interaction well.

- R : Thank you then. Haha... How about the students' confidence in speaking English? Did you see any progress?
- C : As I said before, at least they were willing to give contribution during the teaching and learning process. I could not say that they a hundred percent speak in English, but they did show some excitement to involve more during the teaching and learning process.
- R : Yeah, I know that they need a long process to make their speaking skill better. So, what is your suggestion for the implementation of this strategy?
- C : Well, I think the activity is good enough. It helps the students to be more active. But if you want to implement this strategy again in the future, you'd better to give more input and explore their knowledge more before you start the implementation of the strategy.
- R : I will remember it. Thank you for your suggestion then.

APPENDIX D:

INTERVIEW

GUIDELINES

INTERVIEW GUIDELINES

Before the implementation

For the English Teacher

1. What are the problems that occur during the English teaching and learning process?
2. What are the difficulties of the students in speaking ability?
3. What kind of activities do you think will be suitable to solve the difficulties of the students in speaking ability?
4. How is your opinion about the use of Talking Chips strategy in improving speaking ability of the students?

For students

1. Do you like English?
2. Is there any difficulty during the teaching and learning process?
3. What skill do you think the most difficult to learn?
4. What are your difficulties in speaking English?
5. Do you like to work in groups?
6. What kind of activities do you think can improve your speaking ability?

After the implementation (Cycle I)

For the English teacher

1. What is your opinion about the implementation of the strategy today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process?
4. Do you think the students are motivated and confident in speaking English?
5. What is your suggestion for the next implementation?

For students

1. What do you think about today's teaching and learning process?
2. Do you enjoy the activities using Talking Chips strategy?
3. What is your opinion about the activities done today?
4. Do the activities improve your confidence to speak?
5. What are the lacks of today's activities?

After the implementation (Cycle II)

For the English teacher

1. What is your opinion about the implementation of the strategy today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process?
4. Do you think the students are motivated and confident in speaking English?
5. Do you the Talking Chips strategy effective to improve the students' speaking ability?

For the students

1. What do you think about today's teaching and learning process?
2. Did you enjoy the activities done during the teaching and learning process?
3. Do you think the Talking Chips strategy helps you to improve your speaking ability?
4. In your opinion, are there any lacks during the implementation of Talking Chips strategy?
5. Did you get more confident to speak English?
6. Are you motivated to be more active during the teaching and learning process?

APPENDIX E:

COURSE GRIDS

**THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING ABILITY OF GRADE XI STUDENTS OF SMAN 1 PENGASIH
IN THE ACADEMIC YEAR OF 2013/ 2014
COURSE GRID
CYCLE I**

Standard of Competence:

9. Expressing the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

Basic Competence:

9.1 Expressing the meaning of the formal and informal transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately using simple spoken languages in the daily life contexts that involve the **expression of stance**, love, and sadness.

Learning Objective:

At the end of the lesson, students are able to use the expressions of stance accurately and fluently in the daily life context.

Indicators	Learning Materials		Teaching Learning Activities		Talking Chips strategy	Evaluation		
	Text and Language Function	Vocabulary and Pronunciation	Teaching Activities	Learning Activities		Technique	Instrument	The examples of Instruments
Students are expected to be able to: 1. pronounce words related in the dialogue correctly. 2. identify the expressions	<u>Text:</u> A dialogue of expressing stance. <i>A: I am worried about my business.</i> <i>B: Why, what's wrong with it?</i> <i>A: I do not have enough</i>	<u>Vocabulary</u> business, customer, advertise, commerce, transaction, laugh it off, loser, text, supposed to be, freak, deleted,	<i>Meeting 1</i> Warming up Presentation 1. The T plays a dialogue containing the expression of stance.	<i>Meeting 1</i> Warming up Presentation 1. The Ss listen to the dialogue containing the expression of stance.		Oral test	Express your stance related to the video "Death Conversation- The Impact of Social Media on	Attached

<p>of stance in a dialogue.</p> <p>3. complete the missing dialogue by using expression of stance orally.</p> <p>4. pronounce the sounds of <i>th</i> correctly.</p> <p>5. differentiate the pronunciation of <i>th</i>.</p> <p>6. use the expression of stance in a given situation</p> <p>7. use the expression of stance in performing monologue .</p>	<p><i>costumers.</i></p> <p><i>B: Are you advertising?</i></p> <p><i>A: Yes, I have advertised with fliers, newspapers, magazines and billboards.</i></p> <p><i>B: Have you posted anything about your business online?</i></p> <p><i>A: No, I did not think that anyone would see my business on the internet.</i></p> <p><i>B: That isn't right at all, many people would see it!</i></p> <p><i>A: I thought most people use the internet to talk to each other.</i></p> <p><i>B: The internet has become a</i></p>	<p>nightmare, cyberbully.</p> <p><u>Pronunciation</u> The sounds of <i>th</i></p>	<p>2. The T provides ask and answer section related to the contain of the dialogue.</p> <p>3. The T shows some words related to the dialogue and asks them to find their meanings.</p> <p>4. The T explains the expressions used to express stance.</p> <p>5. The T explains the sounds of <i>th</i>.</p> <p>Practice</p> <p>1. The T asks the Ss to see some incomplete dialogues.</p> <p>2. The T asks the Ss to complete</p>	<p>2. The Ss ask the T based on the contain of the dialogue.</p> <p>3. The Ss find the meanings of the words.</p> <p>4. The Ss listen to the T.</p> <p>5. The Ss pay attention to the T.</p> <p>Practice</p> <p>1. The Ss see the incomplete dialogues.</p> <p>2. The Ss complete the</p>			<p>Communication”.</p>	
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	<p>very big market for e-commerce.</p> <p>A: What is e-commerce?</p> <p>B: E-commerce is any business transaction that is done online instead of in person.</p> <p>A: Do you really think that it would help my business?</p> <p>B: Yes it will help you to reach many more customers.</p> <p>A: How do I start?</p> <p>B: The first thing you should do is set up a website for your business.</p> <p>A: I don't know how to make a website.</p> <p>B: Then you can</p>		<p>the dialogues using the expression of stance orally.</p> <p>3. The T asks the Ss to differentiate some words containing the sounds of <i>th</i>.</p> <p>4. The T asks The Ss to practice pronouncing the words.</p> <p>5. The T asks The Ss to practice acting out a dialogue.</p> <p><i>Meeting 2</i></p> <p>Warming up</p> <p>Presentation</p> <p>1. The T shows a video about cyberbullying.</p> <p>2. The T provides some</p>	<p>dialogues using the expression of stance orally.</p> <p>3. The Ss differentiate the words.</p> <p>4. The Ss pronounce the words.</p> <p>5. The Ss practice to act out a dialogue.</p> <p><i>Meeting 2</i></p> <p>Warming up</p> <p>Presentation</p> <p>1. The Ss watch the video.</p> <p>2. The Ss see the vocabulary.</p>				
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<p><i>hire someone to do it for you.</i></p> <p>A: <i>What do I do after I have my website?</i></p> <p>B: <i>Then you can list your products on it.</i></p> <p>A: <i>How will that help my business?</i></p> <p>B: <i>What does your business sell?</i></p> <p>A: <i>My business sells clothes for children and babies.</i></p> <p>B: <i>When someone goes online and searches for children's clothes, they will see your website in a list of choices.</i></p> <p>A: <i>And what happens if they choose to look</i></p>		<p>related vocabulary.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The T asks the Ss to look up the meanings of vocabulary. 2. The T asks the Ss to practice pronouncing the vocabulary. 3. The T asks volunteers to explain the message of the video orally. 4. The T tells the Ss that they are going to have Talking Chips activity and explain the rules. 5. The T asks the Ss to implement the strategy. 	<p>Practice</p> <ol style="list-style-type: none"> 1. The Ss look up the meanings of vocabulary provided by the T. 2. The Ss pronounce the vocabulary. 3. The Ss explain the message of the video orally. 4. The Ss listen to the T. 5. The Ss implement the Talking Chips strategy. <ul style="list-style-type: none"> •The T divides The Ss into 7 groups, each group consist of 3-4 students. •The T explains the rules: <ol style="list-style-type: none"> a. The T provides topic for discussion. 				
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	<p><i>at my website?</i></p> <p><i>B: They will see what you are selling and if they like something, they will buy it online.</i></p> <p><i>A: This is wonderful! I can use e-commerce to reach customers that are not in my town.</i></p> <p><i>B: Exactly, and the more customers you can reach, the better your business will do.</i></p> <p><u>Expression of Stance</u></p> <p><i>Personally, I believe</i></p> <p><i>-My view of... is....</i></p> <p><i>-From my point</i></p>				<p><i>-How do you stay safe online?</i></p> <p><i>-What would you do if you found yourself in a similar situation to Joe?</i></p> <p>b. The T gives 3 chips to each student with different colour for each student in each group.</p> <p>c. The chips are used whenever the student wants to share his or her idea in the group. Anyone in the group could start the discussion.</p> <p>d. Any students</p>			
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	<p><i>of view,</i> <i>-If you ask me,....</i> <i>-You know what I think? (I think....)</i> <i>-I guess....</i></p> <ul style="list-style-type: none"> • Video about Cyberbullying (input text). • Video entitled “Death Conversation- The Impact of Social Media on Communication”. 				<p>could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.</p> <p>e. When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.</p> <p>f. The T will ask The Ss to stop their discussion when the time is over (15 minutes).</p>			
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			Production 1. The T asks the Ss to express their stances after watching a video entitled “Death of Conversation- The Impact of Social Media on Communication” individually.	Production 1. The Ss express their stances related to the video individually.				
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**THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING ABILITY OF GRADE XI STUDENTS OF SMAN 1 PENGASIH
IN THE ACADEMIC YEAR OF 2013/ 2014
COURSE GRID
CYCLE II**

Standard of Competence:

10. Expressing the meaning in short functional texts and simple monologue texts in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

Basic Competence:

10.2 Expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of narrative, spoof, and **hortatory exposition**.

Learning Objective:

At the end of the lesson, students are able to report the result of discussion in the form of group presentation in the form of hortatory exposition accurately, fluently, and appropriately.

Indicators	Learning Materials		Teaching Learning Activities		Talking Chips strategy	Evaluation		
	Text	Vocabulary and Grammar	Teaching Activities	Learning Activities		Technique	Instrument	The examples of Instruments
Students are expected to be able to: 1. pronounce the words accurately and correctly. 2. identify the text	<u>Text:</u> A monologue text in the form of hortatory exposition. ONLINE JOB Online	<u>Vocabulary</u> Online job, manage, employment, scam, information, flexible, expansive, investment,	<i>Meeting 1</i> Warming up Presentation 1. The T plays a monologue. 2. The T	<i>Meeting 1</i> Warming up Presentation 1. The Ss listen to the monologue. 2. The Ss and the		Oral test	Report the results of the discussion in front of the class orally in the form of	Attached

<p>organization of hortatory exposition.</p> <p>3. use modal verbs in daily communication accurately, fluently, and appropriately.</p> <p>4. express their opinions and stances based on situations.</p> <p>5. report the result of discussion in the form of group presentation in the form of hortatory exposition accurately, fluently, and appropriately.</p>	<p>jobs are selected in part-time <i>employment</i> for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we <i>manage</i> effectively.</p> <p>First, it offers <i>flexibility</i> and convenience that no other job can give. We can work from home with minimal <i>investment</i> and get a good income. The idea of adding weight to our pocket and makes life easier</p>	<p>reassuring, opportunity, development.</p> <p><u>Grammar</u> Simple Present Tense : S+V1 e.g.: It offers flexibility....</p> <p>Modal Verbs: Strong: is, will, can must, undoubtedly, always, never, definitely, clearly e.g.: It is certain that It seems clear that is definitely</p>	<p>provides a section for question and answer related to the monologue.</p> <p>3. The T provides vocabulary related to the monologue and asks the Ss to find their meanings and pronunciation.</p> <p>4. The T pronounces the vocabulary and asks the Ss to imitate her.</p> <p>5. The T plays the monologue again and asks the Ss to listen to it.</p> <p>6. The T explains the text organization of hortatory</p>	<p>T discuss the answer.</p> <p>3. The Ss pay attention to the vocabulary and they find the meanings of the words and their pronunciation.</p> <p>4. The Ss imitate the T.</p> <p>5. The Ss listen to the monologue.</p> <p>6. The Ss pay attention to the T.</p>			hortatory exposition.	
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<p>and comfortable is the most <i>reassuring</i>.</p> <p>Second, the reason behind this great <i>opportunity</i> is that every day there are new companies to join. Every day and every minute people are seeking <i>information</i> about everything under the sky of the internet.</p> <p>As we know, the internet is the answer to every question, web sites need to update each section and also add reports on <i>development</i> that have recently joined.</p>	<p>Moderate: Should, would, can, ought to, tends to, usually, likely, probably, regularly, majority, generally, often, frequently, rarely e.g.: It appears probable It is usually the case that In the majority of cases The results suggest it is like that</p> <p>Tentative: May, might, could,</p>	<p>exposition.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The T distributes the script of the monologue text. 2. The T plays the monologue again and asks the Ss to fill in the blanks. 3. The T asks The Ss to look up the meanings of the words. 4. The T pronounces the words and asks the Ss to imitate her. 5. The T asks the Ss to identify the text organization of the text entitled "Online Job". 	<p>Practice</p> <ol style="list-style-type: none"> 1. The Ss accept the script. 2. The Ss listen to the monologue and fill in the blanks. 3. The Ss find the meanings of the words. 4. The Ss pay attention to the T and imitate her. 5. The Ss identify the text organization of the text. 					
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	<p>Therefore, it is an <i>expansive</i> space for articles.</p> <p>There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However we should be very careful because <i>scam</i> opportunities are always there.</p> <p>HORTATORY EXPOSITION Purpose : To persuade the reader or listener that something should or should</p>	<p>possible, conceivable, sometimes, occasionally, seldom, perhaps, maybe, uncertainly, minority e.g.: Conceivably, It is possible that Occasionally, It may be the case that</p>	<p>6. The T and The Ss discuss the answers.</p> <p>Production 1. The T asks the Ss to work in pairs, they need to ask their partner's opinion based on the given situation. They also need to give arguments and/ or recommendation. 2. The T asks the Ss to act out a dialogue based on the given situation.</p> <p><i>Meeting 2</i> Warming up</p>	<p>6. The T and the Ss discuss the answers.</p> <p>Production 1. The Ss work in pairs and ask their partner's opinion based on the given situation. 2. The Ss act out a dialogue.</p> <p><i>Meeting 2</i> Warming up</p>				
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	<p>not be the case.</p> <p>Text</p> <p>Organization</p> <ul style="list-style-type: none"> • Thesis • Arguments • Recommendations <p>Language</p> <p>Features</p> <ul style="list-style-type: none"> • The use of emotive words (e.g. : alarmed, worried) • The use of words that qualify statements (e.g. : usual, probably) • The use of words that link arguments (e.g. : firstly, however, 		<p>Presentation</p> <ol style="list-style-type: none"> 1. The T explains on how to deliver a presentation. <p>Practice</p> <ol style="list-style-type: none"> 1. The T tells the Ss that they are going to have Talking Chips activity. 2. The T divides the Ss into 7 groups, each group consist of 4 students. 3. The T explains the rules. 4. The T asks the Ss to start the Talking Chips activity. 	<p>Presentation</p> <ol style="list-style-type: none"> 1. The Ss pay attention to the T. <p>Practice</p> <ol style="list-style-type: none"> 1. The Ss listen to the T. 2. The Ss divide themselves into the groups made by the T. 3. The Ss pay attention to the T. 4. The Ss start the Talking Chips activity. 	<ul style="list-style-type: none"> •The T divides The Ss into 7 groups, each group consist of 4 students. •The T explains the rules: <ol style="list-style-type: none"> a. The T provides topics for discussion. - <i>The government starts to distribute cash to the poor to help offset the effects of higher fuel prices.</i> 				
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	<p>etc)</p> <ul style="list-style-type: none"> • The use of present tense • The use of compound and complex sentences • The use of modal and adverbs (e.g. : can, may, certainly, etc) • The use of subjective opinions using pronouns I and we. <p>Deliver a presentation</p> <p>Opening:</p> <p>1. Greet and introduce your group.</p>				<p><i>However, this strategy seems not effective and even not on target. So, it is kind of a waste.</i></p> <p>- <i>In Indonesian schools, students need to wear uniform. In a week, students at least need four different kinds of uniforms. Parents need to spend some money to buy the uniform. However, The Ss' achievement do not depend on the uniforms, so it is not necessary.</i></p> <p>- <i>These days, there are many TV programs such as pesbukers, YKS,</i></p>			
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	<p>2. Attract the listeners attention.</p> <p>3. Tell your purpose.</p> <p>Reporting the result:</p> <p>1. State the issue.</p> <p>2. State your arguments and support it with some details/ evidence.</p> <p>3. State your recomendatio ns.</p> <p>Closing:</p> <p>1. Say thanks.</p> <p>2. Leave taking.</p>				<p><i>etc on the TV. The programs aim to entertain the viewers, however many complaints come since the programs are categorized as uneducated programs, especially for children. So, it is better if such programs be banned to be aired.</i></p> <p>b. The T gives 3 chips to each student with different colour for each student in each group.</p> <p>c. The chips are used whenever the student wants to share his or her idea in the group.</p>			
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					<p>Anyone in the group could start the discussion.</p> <p>d. Any students could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.</p> <p>e. When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.</p> <p>f. The T will ask The Ss to stop their discussion when the time is over (15 minutes).</p>			
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			Production 1. The T asks the Ss to report their discussion in front of the class. All members of the group should contribute to report the result of the discussion.	Production 1. The Ss report the result of discussion in the form of group presentation in the form of hortatory exposition.				
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APPENDIX F:

LESSON PLANS

LESSON PLAN

CYCLE I

School	: SMAN 1 Pengasih, Kulon Progo
Subject	: English
Class/ Semester	: XI/ 2
Academic Year	: 2013/ 2014
Topic	: Expression of Stance
Skill	: Speaking
Time Allocation	: 4 x 45 minutes (2 meetings)

A. Standard of Competence

Speaking

9. Expressing the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

B. Basic Competency

- 9.1 Expressing the meaning of the formal and informal transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately using simple spoken languages in the daily life contexts that involve the **expression of stance**, love, and sadness.

C. Indicators

Students are expected to be able to:

1. answer the questions related to a dialogue.
2. pronounce words related in the dialogue correctly.
3. identify the expression of stance in a dialogue.
4. complete the missing dialogue by using expression of stance.
5. pronounce the sounds of *th* correctly.
6. differentiate the pronunciation of *th*.
7. use the expression of stance in a given situation
8. look up the meanings of vocabulary related to a video.

9. tell the message of a video.
10. use the expression of stance in performing monologue.

D. Learning Objective

At the end of the lesson, students are able to express the expressions of stance accurately and fluently in the daily life context.

E. Lesson Materials

Meeting 1

Task 2

Listen to the dialogue and answer the questions.

A: I am worried about my business.
B: Why, what's wrong with it?
A: I do not have enough costumers.
B: Are you advertising?
A: Yes, I have advertised with fliers, newspapers, magazines and billboards.
B: Have you posted anything about your business online?
A: No, I did not think that anyone would see my business on the internet.
B: That isn't right at all, many people would see it!
A: I thought most people use the internet to talk to each other.
B: The internet has become a very big market for e-commerce.
A: What is e-commerce?
B: E-commerce is any business transaction that is done online instead of in person.
A: Do you really think that it would help my business?
B: Yes it will help you to reach many more customers.
A: How do I start?
B: The first thing you should do is set up a website for your business.
A: I don't know how to make a website.
B: Then you can hire someone to do it for you.
A: What do I do after I have my website?
B: Then you can list your products on it.
A: How will that help my business?
B: What does your business sell?
A: My business sells clothes for children and babies.
B: When someone goes online and searches for children's clothes, they will see your website in a list of choices.
A: And what happens if they choose to look at my website?
B: They will see what you are selling and if they like something, they will buy it online.
A: This is wonderful! I can use e-commerce to reach customers that are not in my town.
B: Exactly, and the more customers you can reach, the better your business will do.

Questions

1. What is A's problem?
2. What does B suggest?
3. What is e-commerce?
4. How does B convince A to advertise online?
5. What makes A believe that e-commerce will help him to solve the problem?

Expressing Stance

❖ In Formal Situations

- Personally, I believe....
- My view of... is....
- From my point of view,

❖ In Informal Situations

- If you ask me,
- You know what I think? (I think)....
- I guess....

Task 2

Look up the meaning of the words below, then practice to pronounce them.

1. business [ˈbɪz.nɪs] :
2. customer [ˈkʌs.tə.mər] :
3. advertise [ˈæd.və.taɪz] :
4. commerce [ˈkɒm.ɜ:s] :
5. transaction [trænˈzæk.ʃn] :

- a. to make something known generally or in public, especially in order to sell it
- b. the activity of buying and selling goods and services, or a particular company that does this, or work you do to earn money
- c. when someone buys or sells something, or when money is exchanged
- d. a person who buys goods or services
- e. the activities involved in buying and selling things

Task 3**Complete the following dialogues.**

1. A: What is your point of view about social media these days?
B: _____, it makes people easier to maintain communication.
2. A: I think the commercial pages in facebook are really annoying. How about you?
B: _____, I tend to ignore it.
3. A: Why are there so many social media these days?
B: _____ it brings many benefits for the company.
4. A: Do you believe that internet could increase the number of criminality?
B: Personally, _____ that it could increase it, that is why there is a thing called *cybercrime*.
5. A: Clara updated her relationship status. Ugh, does she think everybody should know?
B: _____, you are only jealous. Haha.

The Sounds of *th*

In the dialogue in Task 1, you find some words such as:

with	: [wIθ]
that	: [ðæt]
think	: [θɪŋk]
then	: [ðen]
this	: [ðɪs]

Based on the sample of the words above, you learn that *th* has two different pronunciations: [θ] and [ð]

Task 4

Put the words in the correct column. Then practice to pronounce them.

- | | |
|-----------|--------------|
| 1. them | 6. their |
| 2. these | 7. synthetic |
| 3. health | 8. birth |
| 4. this | 9. method |
| 5. with | 10. path |

[θ]	[ð]

Task 5

In pairs, create a short dialogue based on one of the following situations by using expression of stance. Then, act it out with your partner.

1. Your friend wants to buy a pair of shoes. However, she could not find the model that she likes in a department store. Then she goes online and find the shoes that she wants. Express your stance.
2. You read an article about a girl being kidnapped when she did COD (Cash on Delivery). At the same time, your sister wants to buy a bag in an online site and asks your opinion. Express your stance.

*Meeting 2***Task 6**

Match the vocabulary with the correct definition.

- | | |
|---------------------|---|
| 1..... laugh it off | a. an unkind name for someone who is strange or different |
| 2..... a loser | b. try to ignore a problem by pretending it's not serious |

- | | |
|-----------------------|--|
| 3..... a text | c. believed to be |
| 4..... supposed to be | d. an SMS |
| 5..... a freak | e. a bad dream |
| 6..... Deleted | f. an unkind name for someone who is worthless |
| 7..... a nightmare | g. someone who uses computers or mobile phones to hurt someone |
| 8..... a cyberbully | h. removed |

Task 7

Watch the video about cyberbullying and discuss the message with your partner.

Task 8 (Group Discussion)

Discuss the topic below with your group (implementing the talking schips strategy).

How do you stay safe online?

What would you do if you found yourself in a similar situation to Joe?

Task 9 (Individual Performance)

Watch the video about “Death Conversation- The Impact of Social Media on Communication”, then express your stance based on following questions.

- a. Which one do you prefer, text messaging or talking on the phone? Why?*
- b. What do you think if most people prefer use social media to communicate than real conversation?*
- c. Do you want to live in a world that favours social media and texting over having a conversation in person?*

F. Teaching Method

PPP (Presentation, Practice, Production)

G. Media

- a. Recording
- b. LCD
- c. Speaker

H. Teaching Learning Activities

Meeting 1

Opening (15) minutes)	<p>➤ Pre-activity</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. <p>➤ Apperception</p> <ul style="list-style-type: none"> • The teacher asks the students about social media <i>"Do you have facebook, twitter, path, or else?"</i> <i>"Do you notice some commercials that sometimes appear when you open your social media account?"</i> <i>"Do you like to visit the commercial page?"</i>
Main Activities (70 minutes)	<p>➤ Presentation</p> <ul style="list-style-type: none"> • The teacher plays a recording of a dialogue. • The teacher asks the students to answer the questions related to the dialogue. • The teacher and the students discuss the answers. • The teacher explains the expressions used to express stance. • The teacher explains the way to pronounce the sounds of <i>th</i>.

	<p>➤ Practice</p> <ul style="list-style-type: none"> • The teacher asks the students to look up the meanings of some words related to a dialogue. • The teacher and the students discuss the answers. • The teacher asks the students to practice pronouncing the words. • The teacher asks the students to complete dialogues using expression of stance orally. • The teacher asks the students to differentiate some words based on how to pronounce the sounds of <i>th</i>. • The teacher asks the students to make a short dialogue based on given situations. • The teacher asks some students to act out the dialogue.
Closing (5 minutes)	<ul style="list-style-type: none"> • The teacher leads the students to make summary. • The teacher leads the students to say a prayer. • The teacher ends the activities.

Meeting 2

Opening (15 minutes)	<p>➤ Pre-activity</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. <p>➤ Aperception</p> <ul style="list-style-type: none"> • The teacher and the students discuss how the students use the internet, social media, and mobile phone.
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	<ul style="list-style-type: none"> • The teacher and the students discuss about cyberbullying.
<p>Main Activities (70 minutes)</p>	<p>➤ Practice</p> <ul style="list-style-type: none"> • The teacher asks the students to study about some vocabulary related to the video that will be played. • The teacher and the students discuss the vocabulary. • The teacher plays the video about cyberbullying. • The teacher asks the students to discuss the message of the video with a partner. • The teacher asks a volunteer to explain the video's message. • The teacher tells the students that they are going to have Talking Chips activity. • The teacher divides the students into 7 groups, each group consist of 4 students. • The teacher explains the rules: <ol style="list-style-type: none"> a. The teacher provides topic for discussion. <i>-How do you stay safe online?</i> <i>-What would you do if you found yourself in a similar situation to Joe?</i> b. The teacher gives 3 chips to each students with different colour for each students in each group. c. The chips used whenever the student wants to share his or her idea in the group. Anyone in the group could start the discussion. d. Any students could continue the discussion by using his or her chip. However, they need to wait until the first speaker done

	<p>speaking.</p> <p>e. When all chips are used, teammates collect all their chips and continue the discussion using their talking chips.</p> <p>f. The teacher will ask the students to stop their discussion when the time is over (15 minutes).</p> <ul style="list-style-type: none"> • The teacher asks a representative from the groups to share their discussion in front of the class. <p>➤ Production</p> <ul style="list-style-type: none"> • The teacher plays a video entitled “Death of Conversation- The Impact of Social Media on Communication”. • The teacher asks the students to express their stance individually. The students’ statements are built based on the following questions (Task 8). <ul style="list-style-type: none"> a. <i>Which one do you prefer, text messaging or talking on the phone? Why?</i> b. <i>What do you think if most people prefer use social media to communicate than real conversation?</i> c. <i>Do you want to live in a world that favors social media and texting over having a conversation in person?</i>
Closing (5 minutes)	<ul style="list-style-type: none"> • The teacher leads the students to make summary. • The teacher leads the students to say a prayer. • The teacher ends the activities.

I. Sources

Priyana, J, Riandi, Anita P.M. 2008. *Interlanguage: English for Senior High School Students Grade XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Dialogue “e-commerce” taken from <http://www.youtube.com/watch?v=vH5Y0vuKpdA> retrieved on March 5th 2014.

Video “cyberbullying” taken from <http://learnenglishteens.britishcouncil.org/study-break/video-zone/cyberbullying-lets-fight-itttogether> retrieved on March 19th 2014.

Video “Death of Conversation- The Impact of Social Media on Communication” taken from <http://www.youtube.com/watch?v=p05NOx2PPJM> retrieved on March 20th 2014.

J. Assessment

- a. Technique : Oral Test
- b. Form : Performance

Speaking assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score : $4 \times 5 = 20$

The Students' Mark : maximum score $\times 5$

Yogyakarta, 19 Maret 2014

Teacher

Researcher

Dra. Risbatin Kiyah
NIP. 19660418 199203 2 008

Hertati Mukadimah
NIM. 10202241048

ANSWER KEY**Task 1**

1. A do not have enough costumer.
2. B suggests A to try sell his goods online.
3. E-commerce is any business transaction that is done online instead of in person.
4. B said that business online could reach many more customers.
5. E-commerce will help A to reach more customers (even that are not in town), and if they like it, they will buy it online.

Task 2

1. b
2. d
3. a
4. e
5. c

Task 3

1. From my point of view,.....

2. If you ask me,....
3. I guess....
4. I believe....
5. I think....

Task 4

0 → health, with, synthetic, birth, method, path

→ them, these, this, their

Task 5 open answers**Task 6**

1. b
2. f
3. d
4. c
5. a
6. h
7. e

Task 7 Open answers**Task 8** Open answers**Task 9** Open answers

LESSON PLAN

CYCLE II

School	: SMAN 1 Pengasih, Kulon Progo
Subject	: English
Class/ Semester	: XI/ 2
Academic Year	: 2013/ 2014
Topic	: Hortatory Exposition
Skill	: Speaking
Time Allocation	: 4 x 45 minutes (2 meetings)

A. Standard of Competence

Speaking

10. Expressing meaning of short functional text and essay in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 Expressing meaning of essay text accurately, fluently, and appropriately in the daily life context in the form of: narrative, spoof, and **hortatory exposition**.

C. Indicators

Students are expected to be able to:

1. fill in the blanks of a text based on the monologue.
2. look up the meanings of vocabulary related to a monologue.
3. pronounce the words accurately and correctly.
4. identify the text organization of hortatory exposition.
5. use modal verbs in daily communication accurately, fluently, and appropriately.
6. express their opinions and stances based on situations.
7. report the result of discussion in the form of group presentation in the form of hortatory exposition accurately, fluently, and appropriately.

D. Learning Objective

At the end of the lesson, students are able to deliver a presentation in the form of hortatory exposition.

E. Lesson Materials

Meeting 1

TASK 1

Listen to the monologue, and fill in the blanks.

ONLINE JOB

Online jobs are selected in part-time 1)_____ for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we 2)_____ effectively.

First, it offers 3)_____ and convenience that no other job can give. We can work from home with minimal 4)_____ and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most 5)_____.

Second, the reason behind this great 6)_____ is that every day there are new companies to join. Every day and every minute people are seeking 7)_____ about everything under the sky of the internet.

As we know, the internet is the answer to every question, web sites need to update each section and also add reports on 8)_____ that have recently joined. Therefore, it is an 9)_____ space for articles.

There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However we should be very careful because 10)_____ opportunities are always there.

Adapted from <http://www.belajarbahasainggris.us>

TASK 2

Look up the meanings of the following words, then try to pronounce them.

1. manage ['mæn.ɪdʒ] :
2. employment [ɪm'plɪ.mənt] :

3. scam [skæm] :
4. information [ˌɪn.fə'meɪ.ʃən] :
5. flexible [ˈfleks.ɪ.bl] :
6. expansive [ɪk'spænt.sɪv] :
7. investment [ɪn'vest.mənt] :
8. reassuring [ˌriː.əʃ' :rɪŋ] :
9. opportunity [ˌɒp.ə'tjuː.nə.ti] :
10. development [dɪ'vel.əp.mənt] :

- a. provide job
- b. an illegal plan for making money
- c. covering a large area
- d. able to change or be changed easily according to situation
- e. succeed
- f. make feel less worried
- g. grows or changes and becomes more advanced.
- h. facts about a situation, person, event, etc
- i. the act of putting money, effort, time, etc. into something to make a profit
- j. occasion or chance

TASK 3

Study the following explanation.

HORTATORY EXPOSITION

Purpose : To persuade the reader or listener that something should or should not be the case.

Text Organization

- Thesis
- Arguments
- Recommendations

Language Features

- The use of emotive words (e.g. : alarmed, worried)
- The use of words that qualify statements (e.g. : usual, probably)
- The use of words that link arguments (e.g. : firstly, however, etc)
- The use of present tense
- The use of compound and complex sentences
- The use of modal and adverbs (e.g. : can, may, certainly, etc)
- The use of subjective opinions using pronouns I and we.

TASK 4

Read again the text entitled “Online Job” above (Task 1), then identify the text organization.

TASK 5

Study the following explanation.

MODAL VERBS

Certainty of Conclusion	Modal Verbs/ Adverbs	Statement of Claim
Strong	is, will, can must,	It is certain that
	undoubtedly, always,	It seems clear that

	never, definitely, clearly	... is definitely
Moderate	Should, would, can, ought to, tends to, usually, likely, probably, regularly, majority, generally, often, frequently, rarely	It appears probable It is usually the case that In the majority of cases The results suggest it is like that
Tentative	May, might, could, possible, conceivable, sometimes, occasionally, seldom, perhaps, maybe, uncertainly, minority	Conceivably, It is possible that Occasionally, It may be the case that

TASK 6

Work in pairs. Ask your partner's opinion on the following topics. He or she also needs to give arguments and recommendation.

1. Mobile phones should be banned in school.
2. Ads should be banned from TV programs.

*Meeting 2***TASK 7**

Study the following explanation.

In order to present a good presentation, you may follow the following guidelines to help you report the result of your group discussion.

Opening:

1. Greet and introduce your group.
2. Attract the listeners attention.
3. Tell your purpose.

Reporting the result:

1. State the issue.
2. State your arguments and support it with some details/ evidence.
3. State your recommendations.

Closing:

1. Say thanks.
2. Leave taking.

TASK 8

Work in groups of four, and then discuss one of the topics below.

(Implementing the Talking Chips Activity)

The government starts to distribute cash to the poor to help offset the effects of higher fuel prices. However, this strategy seems not effective and even not on target. So, it is kind of a waste.

In Indonesian schools, students need to wear uniform. In a week, students at least need four different kinds of uniforms. Parents need to spend some money to buy the uniform. However, the students' achievement do not depend on the uniforms, so it is not necessary.

These days, there are many TV programs such as pesbukers, YKS, etc on the TV. The programs aim to entertain the viewers, however many complaints come since the programs are categorized as uneducated programs, especially for children. So, it is better if such programs be banned to be aired.

TASK 9

Report the result of your group discussion in front of the class.

F. Teaching Method

PPP (Presentation, Practice, Production)

G. Media

- a. Recording
- b. Speaker
- c. White board

H. Teaching Learning Activities

Meeting 1

Opening (10 minutes)	<ul style="list-style-type: none"> ➤ Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. ➤ Apperception <ul style="list-style-type: none"> • The teacher and students discuss about online job. <p style="margin-left: 40px;"><i>"Have you ever heard about online job?"</i></p> <p style="margin-left: 40px;"><i>"Are you interested to try it?"</i></p> <p style="margin-left: 40px;"><i>"What are the advantages of doing online job?"</i></p>
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<p>Main Activities (70 minutes)</p>	<p>➤ Presentation</p> <ul style="list-style-type: none"> • The teacher asks the students to listen to a monologue. • The teacher provides oral question and answer section related to the monologue. • The teacher distributes the script of the monologue text. • The teacher plays the monologue again. • The teacher asks the students to fill in the blanks. • The teacher and the students discuss the answers. • The teacher explains the text organization of hortatory exposition. • The teacher explains about modal verbs. <p>➤ Practice</p> <ul style="list-style-type: none"> • The teacher asks the students to look up the meaning of the words. • The teacher and the students practice to pronounce the words. • The teacher asks the students to identify the text organization of the text entitled “Online Job” and answer it orally. • The teacher asks the students to work in pairs. They need to ask their partners’ opinion based on the given situation. They also need to give arguments and/ or recommendation.
<p>Closing (10 minutes)</p>	<ul style="list-style-type: none"> • The teacher leads the students to make summary. • The teacher leads the students to say a prayer. • The teacher ends the activities.

Meeting 2

<p>Opening (10 minutes)</p>	<ul style="list-style-type: none"> ➤ Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. ➤ Aperception <ul style="list-style-type: none"> • The teacher reminds the students about the previous materials.
<p>Main Activities (70 minutes)</p>	<ul style="list-style-type: none"> ➤ Presentation <ul style="list-style-type: none"> • The teacher explains on how to deliver a presentation. ➤ Practice <ul style="list-style-type: none"> • The teacher tells the students that they are going to have Talking Chips activity. • The teacher divides the students into 7 groups, each group consists of 4 students. • The teacher explains the rules: <ul style="list-style-type: none"> g. The teacher provides topic for discussion. h. The teacher gives 3 chips to each students with different colour for each students in each group. i. The chips used whenever the student wants to share his or her idea in the group. Anyone in the group could start the discussion. j. Any students could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking. k. When all chips are used, teammates collect all their chips and continue the discussion using their

	<p>Talking chips.</p> <p>1. The teacher will ask the students to stop their discussion when the time is over (15 minutes).</p> <p>➤ Production</p> <ul style="list-style-type: none"> • The teacher tells the students they each group needs to report their discussion in front of the class based on the discussion they have done before. • The teacher explains some guidelines to deliver a good presentation (Task 8). • The teacher gives time to the students to prepare their presentation (15 minutes). • The teacher asks each group to report the result of their discussion in the form of hortatory exposition.
Closing (10 minutes)	<ul style="list-style-type: none"> • The teacher leads the students to make summary. • The teacher leads the students to say a prayer. • The teacher ends the activities.

I. Sources

Th. M. Sudarwati, Eudia Grace. 2007. *Look Ahead 2*. Jakarta: Penerbit Erlangga.

Text entitled "Online Job" retrieved from <http://www.belajarbahasainggris.us/2012/01/contoh-hortatory-exposition-online-job.html> on April 8th 2014

J. Assessment

- a. Technique : Oral Test
- b. Form : Performance

Speaking assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score : $4 \times 5 = 20$

The Students' Mark : maximum score x 5

Yogyakarta, 9 April 2014

Teacher

Researcher

Dra. Risbatin Kiyah
NIP. 19660418 199203 2 008

Hertati Mukadimah
NIM. 10202241048

ANSWER KEY

TASK 1

1. employment [Im'pl I.mənt]
2. manage ['mæn.Idʒ]
3. flexibility [,flek.sI'bIl.I.ti]
4. investment [In'vest.mənt]
5. reassuring [,ri:.ə'] :rIŋ]
6. opportunity [,ɒp.ə'tju:.nə.ti]
7. information [,In.fə'meI.ʃən]
8. development [dI'vel.əp.mənt]
9. expansive [Ik'spænt.sIv]
10. scam [skæm]

TASK 2

1. manage ['mæn.Idʒ] : (e) succeed
2. employment [Im'pl I.mənt] : (a) provide job
3. scam [skæm] : (b) an illegal plan for making money
4. information [,In.fə'meI.ʃən] : (h) facts about a situation, person, event, etc.
5. flexible ['flek.sI.bl] : (d) able to change or be changed easily
according to situation
6. expansive [Ik'spænt.sIv] : (c) covering a large area
7. investment [In'vest.mənt] : (i) the act of putting money, effort, time, etc.
into something to make a profit
8. reassuring [,ri:.ə'] :rIŋ] : (f) make feel less worried
9. opportunity [,ɒp.ə'tju:.nə.ti] : (j) occasion or chance
10. development [dI'vel.əp.mənt] : (g) grows or changes and becomes more
advanced.

TASK 4

ONLINE JOB

Thesis

Online jobs are selected in part-time 1)_____ for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we 2)_____ effectively.

Arguments

First, it offers 3)_____ and convenience that no other job can give. We can work from home with minimal 4)_____ and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most 5)_____.

Second, the reason behind this great 6)_____ is that every day there are new companies to join. Every day and every minute people are seeking 7)_____ about everything under the sky of the internet.

As we know, the internet is the answer to every question, web sites need to update each section and also add reports on 8)_____ that have recently joined. Therefore, it is an 9)_____ space for articles.

Recommendation

There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However we should be very careful because 10)_____ opportunities are always there.

Adapted from <http://www.belajarbahasainggris.us>

TASK 6 Open answers

TASK 7 Open answers

TASK 9 Open answers

APPENDIX G:

SPEAKING RUBRIC

SPEAKING RUBRIC

Apects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.

(continued)

(continued)

Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Interaction	1	Poor	Purposes is not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

O'Malley, J. Michael, Pierce L. Valdez. (1996). *Authentic Assessment for English Learners: Practical Approaches for Teachers*. Massachusetts: Addison- Wesley Publishing Company in Nurjanah (2013).

APPENDIX H:

SPEAKING SCORES

SPEAKING SCORES

Pre test Scores

Name	P		F		V		G		I	
	R	C	R	C	R	C	R	C	R	C
S1	2	3	3	3	2	2	2	2	2	2
S2	3	3	2	4	3	3	2	3	2	3
S3	3	2	3	3	2	3	2	2	3	3
S4	2	3	3	3	2	3	2	2	3	2
S5	3	3	3	3	2	2	2	3	3	3
S6	3	2	3	3	2	3	2	3	3	3
S7	2	2	3	3	2	3	2	2	2	2
S8	2	3	3	4	2	3	2	3	3	3
S9	3	3	2	3	2	3	2	3	3	2
S10	3	3	2	4	2	3	2	2	3	3
S11	2	2	2	3	2	3	2	2	2	3
S12	2	2	2	2	2	3	2	2	2	3
S13	3	3	3	3	3	3	2	3	3	4
S14	2	3	2	3	2	3	2	3	2	3
S15	2	3	2	3	2	3	2	3	2	3
S16	2	2	2	3	2	3	2	3	3	2
S17	2	3	2	3	2	3	2	2	3	2
S18	2	3	3	3	2	3	2	2	3	2
S19	3	3	2	3	2	3	2	3	3	3
S20	2	3	3	4	3	3	2	3	3	3
S21	2	3	2	3	2	3	2	3	2	2
S22	2	2	2	3	2	3	2	3	2	3
S23	2	2	3	3	2	3	2	3	3	2
S24	2	2	2	3	2	3	2	2	3	3
S25	2	3	3	3	2	3	2	2	2	3
S26	2	3	3	3	2	3	2	3	3	3
S27	2	2	2	3	2	3	2	3	2	3
Total	62	71	67	84	57	79	54	70	70	73
Mean	2, 46		2, 80		2, 52		2, 30		2, 65	

Post-test Scores

Name	P		F		V		G		I	
	R	C	R	C	R	C	R	C	R	C
S1	3	3	3	3	2	2	3	3	2	2
S2	4	4	3	3	3	3	3	3	4	4
S3	3	3	3	3	2	2	2	3	3	3
S4	2	3	3	3	2	3	3	3	3	3
S5	2	3	3	3	3	3	3	3	3	3
S6	3	3	3	3	3	3	2	2	2	3
S7	3	3	2	2	2	2	3	3	2	3
S8	3	3	2	3	3	3	3	3	3	4
S9	3	3	3	3	3	3	3	3	2	3
S10	3	3	2	4	3	3	3	3	3	3
S11	2	3	2	3	2	3	2	3	3	3
S12	3	3	3	3	2	3	3	3	3	3
S13	3	3	2	4	3	3	4	3	3	4
S14	3	3	2	4	2	3	3	3	3	3
S15	3	3	2	3	2	3	3	3	2	2
S16	3	3	2	3	2	3	2	3	2	2
S17	2	3	3	3	2	3	3	2	2	2
S18	3	3	3	3	3	3	3	3	3	3
S19	3	3	3	4	3	3	3	3	3	4
S20	4	4	4	4	3	3	4	4	3	3
S21	3	4	4	4	3	3	3	3	3	3
S22	3	3	2	3	2	2	3	3	2	2
S23	2	2	3	3	2	2	2	3	3	3
S24	3	3	2	4	2	3	3	4	3	3
S25	2	3	2	3	2	2	3	3	3	3
S26	3	3	3	4	3	3	3	3	3	4
S27	3	3	2	3	2	2	2	3	3	3
Total	77	83	71	88	66	74	77	81	74	81
Mean	2, 96		2, 94		2, 59		2, 92		2, 87	

APPENDIX I:

ATTENDANCE LIST

**ATTENDANCE LIST OF XI IPA 1
SMAN 1 PENGASIH**

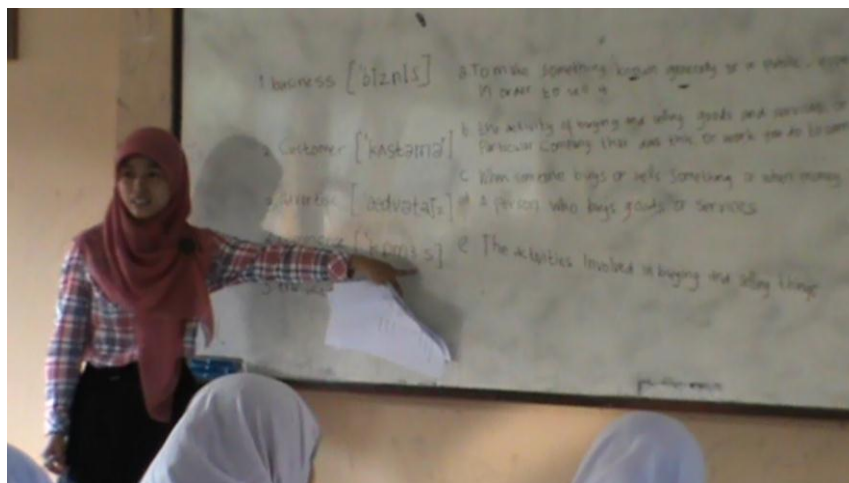
No.	Name	M/F	Meeting					
			Pre-test	I	II	III	IV	Post-test
1	Afifah Zulfa Azzah	F	√	√	√	√	√	√
2	Aji Purnomo	M	√	√	√	√	√	√
3	Annisa Luthfiana Munawaroh	F	√	√	√	√	√	√
4	Ari Pamungkas	M	√	√	√	√	√	√
5	Desi Ambarwati	F	√	√	√	√	√	√
6	Devi Wulandari	F	√	√	√	√	√	√
7	Dian Jati Pratiwi	F	√	√	√	√	√	√
8	Diyanah Shoviyah	F	√	√	√	√	√	√
9	Efin Hardian Wibowo	M	√	√	√	√	√	√
10	Fahmi Herwinastwan Prakosa	M	√	√	√	√	√	√
11	Firdayanti Luftiana	F	√	√	√	√	√	√
12	Latifatussyarifah	F	√	√	√	√	√	√
13	Mahendra Yudha Bismantara	M	√	√	√	√	√	√
14	Prabawati Kusuma Wardani	F	√	√	√	√	√	√
15	Rahmawulan	F	√	√	√	√	√	√
16	Ria Anggun Candraningsih	F	√	√	√	√	√	√
17	Wahyu Nilam Cahyani	F	√	√	√	√	√	√
18	Annisa Wahyu Hardiyanti	F	√	√	√	√	√	√
19	Arisa Chandra Pusparini	F	√	√	√	√	√	√
20	Dita Chyntia	F	√	√	√	√	√	√
21	En. Dea Candra Rahmah	F	√	√	√	√	√	√
22	Erna Wati	F	√	√	√	√	√	√
23	Erni Wati	F	√	√	√	√	√	√
24	Eva Dwi Aprilia Atanti	F	√	√	√	√	√	√
25	Meilia Fajar Yani	F	√	√	√	√	√	√
26	Nikke Indri Diahtuti	F	√	√	√	√	√	√
27	Prima Misita Putri	F	√	√	√	√	√	√

Note: *i* : izin
s : sakit
a : alpha

APPENDIX J:

PHOTOGRAPHS

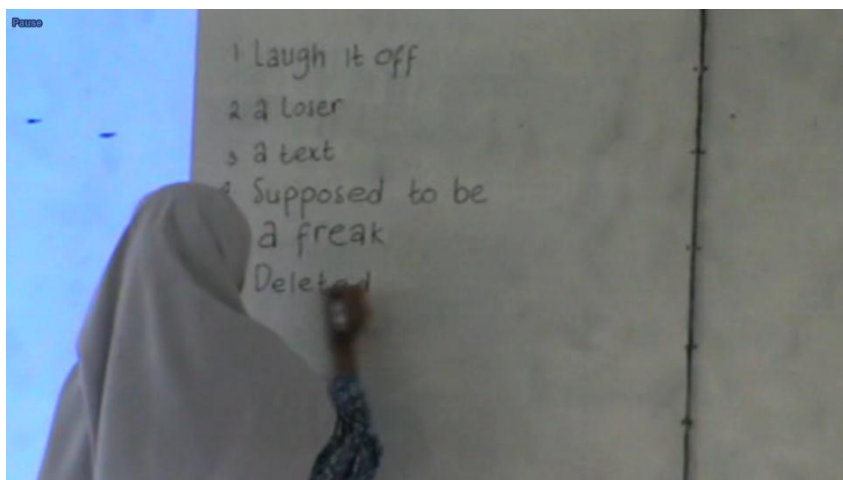
PHOTOGRAPHS



Picture 1: The teacher explains how to pronounce vocabulary during pronunciation practice



Picture 2: The teacher explains the sounds of *th*



Picture 3: The secretary of the class writes some words for the students to do the vocabulary task.



Picture 4: The teacher plays video during the teaching and learning process.



Picture 5: In pairs, the students conduct a discussion to make a dialogue.



Picture 6: In pairs, the students act out a dialogue



Picture 7: The students have discussion in groups.



Picture 8: In group, the students do the Talking Chips strategy.



Picture 9: The chips used during the implementation of Talking Chips strategy.



Picture 10: The students are performing a group presentation in front of the class.

APPENDIX K:

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0298/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

10 Maret 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING ABILITY OF GRADE XI STUDENTS
OF SMA N I PENGASIH IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : HERTANTI MUKADIMAH
NIM : 10202241048
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2014
Lokasi Penelitian : SMA N I Pengasih

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMA N I Pengasih



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/N/314/3/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **0298/UN.34.12/DT/III/2014**
Tanggal : **10 MARET 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **HERTATI MUKADIMAH** NIP/NIM : **10202241048**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING ABILITY OF GRADE XI STUDENTS OF SMA N 1 PENGASIH IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **12 MARET 2014 s/d 12 JUNI 2014**

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

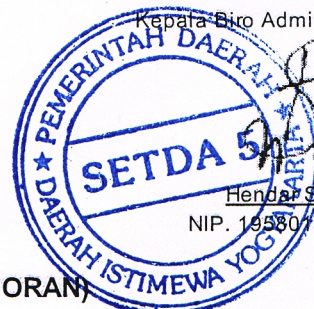
Dikeluarkan di Yogyakarta

Pada tanggal **12 MARET 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

- GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)**
- BUPATI KULON PROGO C.Q KPT KULON PROGO**
- DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
- KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA**
- YANG BERSANGKUTAN**



PEMERINTAH KABUPATEN KULON PROGO
BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU
Unit 1: Jl. Perwakilan No. 2, Wates, Kulon Progo Telp.(0274) 775208 Kode Pos 55611
Unit 2: Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611
Website: bpmpt.kulonprogokab.go.id Email : bpmpt@kulonprogokab.go.id

SURAT KETERANGAN / IZIN

Nomor : 070.2 /00262/III/2014

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/REG/V/314/3/2014, TANGGAL:12 MARET 2014, PERIHAL: IZIN PENELITIAN

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 16 Tahun 2012 tentang Pembentukan Organisasi dan Tata Kerja Lembaga Teknis Daerah;
4. Peraturan Bupati Kulon Progo Nomor : 73 Tahun 2012 tentang Uraian Tugas Unsur Organisasi Terendah Pada Badan Penanaman Modal dan Perizinan Terpadu..

Diizinkan kepada : **HERTATI MUKADIMAH**
NIM / NIP : **10202241048**
PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**
Keperluan : **IZIN PENELITIAN**
Judul/Tema : **THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING ABILITY OF GRADE XI STUDENTS OF SMA N 1 PENGASIH IN THE ACADEMIC YEAR OF 2013/2014**

Lokasi : **SMA N 1 PENGASIH**

Waktu : **12 Maret 2014 s/d 12 Juni 2014**

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Ditetapkan di : **Wates**
Pada Tanggal : **17 Maret 2014**


KEPALA
BADAN PENANAMAN MODAL
DAN PERIZINAN TERPADU
AGUNG KURNIAWAN, S.IP., M.Si.
Bombina Tk.I ; IV/b
NIP. 19680805 199603 1 005

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kab. Kulon Progo
5. Kepala Sekolah SMA N 1 Pengasih
6. Yang bersangkutan
7. Arsip